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ABSTRACT

This publication contains resources and activities that can be used to help elementary and secondary students and adults develop a positive self-concept. There are two major parts. Part I is intended for the teacher. Self-concept development is discussed, and how self-concept is related to teaching and learning is examined. Guidelines for selecting and using self-concept activities are presented. Hints for helping others develop a more positive self-concept are provided. Part I concludes with a list of resources. Part II, which makes up the bulk of the publication, contains the learning activities. Activities are many and varied and involve students in describing themselves, collecting items that will help others to know them better, discussing with a partner what they like about themselves, developing a personal profile, making a collage that represents them and their hobbies and interests, conducting a people scavenger hunt, completing open ended sentences, discussing case studies, role playing, and discussing "what would you do if" situations. Many of the activities can be duplicated and handed out to students. Student and teacher objectives are provided for each activity. (RM)

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WHAT DO YOU LIKE ABOUT YOURSELF ? ? ?

Developing A Positive Self-Concept ! ! !

Shirley Slater and Lee Cibrowski

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WHAT DO YOU LIKE ABOUT YOURSELF

? ? ?

Developing A Positive Self-Concept

! ! !

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FOREWORD

What do you like about yourself? What thoughts come to mind as you read this question? How would your professional colleagues respond if asked the same question? What feelings are evoked when this question is put to persons in the various audiences served by home economics professionals? Listing one's own likable qualities has such a connotation of boasting, of immodesty and lack of humility, that many people are very reluctant to do it and most will proceed hesitantly with much checking for assurance that it's really an acceptable thing to do. It is so much easier (and safer?) to deplore our shortcomings than to enumerate our best qualities. Yet the quality of choices and decisions made daily are strongly influenced by having a positive self-concept.

To have a healthy, wholesome respect for oneself without developing an exaggerated, unrealistic image that leads to undervaluing others is a highly desirable achievement. Self-concept is recognized as an integral part of the educational process; however, confidence and self-esteem are too slowly gained and too easily diminished. That is why this publication will be welcomed and used by Home Economics Education Association members and others.

In *What Do You Like About Yourself: Developing a Positive Self-Concept*, Shirley Slater and Lee Cibrowski have drawn together numerous activities that can be used in a variety of settings. All have been field tested with different age groups in different situations and are directed toward being positive about the innate worth of every individual. The authors encourage readers to use the activities as given or to adapt them. Background on self-concept development and guidelines to aid in choosing and using self-concept activities are provided.

The Home Economics Education Association is pleased to be able to publish and recommend this work. The organization is indebted to authors Slater and Cibrowski for providing the kind of suggestions that classroom teachers most frequently request.

Joanna B. Smith

Joanna B. Smith, President
1981–1983

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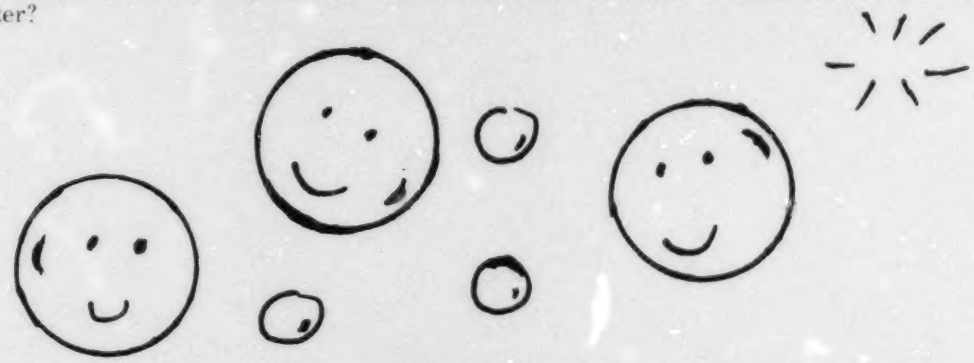
WHAT DO YOU LIKE ABOUT YOURSELF
? ? ? ?

DEVELOPING A POSITIVE SELF-CONCEPT
! ! ! !

INTRODUCTION

What do you like about yourself? What are your strengths? What would you like to change about yourself? What changes have you made in your life because of the perceptions you think others have of you? What goals do you have for yourself? What would make you like yourself better?



Self-concept, in simple terms, is how you feel about yourself. It is your concept or opinion about you. Your self-concept is influenced by what you think others think of you. That is a part of what you think about yourself.

Self-concept is important throughout life. Research has indicated a relationship between self-concept and such things as academic achievement, job success, life satisfaction, motivation, discipline, performance, creativity, and coping ability. A positive self-concept and a high degree of self-esteem are two of the factors that are usually related to success and effective performance.

Self-concept can change. The sense of personal self, social self, and ideal self all interrelate to form one's overall self-concept. Feelings about yourself, the perceptions of what other people think about you, and the expectations you have of yourself will influence your overall self-concept.

Since self-concept is related to so many aspects of life and living, it is important to integrate self-concept activities into educational programs. Developing a positive self-concept can help all of us to be more positive in our personal and professional lives. Teachers, students, and parents should realize that self-concept is an integral part of the teaching and learning process.

Self-concept can be integrated into many subject matter areas. Consider the relationship of self-concept to studies of consumer choices, family relationships, child development, physical fitness, clothing selection, career education, personal appearance, selection of housing and furnishings, eating habits, nutrition, and gerontology. Think about the role of self-concept in relation to success on the job, family pride, the study of heredity and environment, coping with crises, developing communication skills, assuming leadership roles, participating in sports, selecting hobbies, and learning any new subject matter or skill.

The purpose of this publication is to present a series of self-concept activities that can be used in a variety of situations. The activities can be adapted to meet the special needs and

interests of the group or individual involved. These self-concept activities have been field tested in a variety of settings, including age groups from kindergarten through adults, and are based on principles of learning and theories of motivation. The participants can be actively involved without being threatened. There are no wrong answers, and everyone is encouraged to participate and share. The focus is on being positive, and the worth of each individual is stressed.

We encourage teachers to adapt, modify, and revise the activities in this publication. We hope some of the strategies may serve to stimulate the development of new and creative activities. The material in this publication is presented in two parts. Part I is for the teacher; it includes a brief review of self-concept development and proposes guidelines for the selection and use of self-concept activities. Part II contains a series of self-concept activities to be used as presented or adapted for specific situations.

The overall goal of this publication is to help teachers and students . . .

. . . maximize the positive
. . . minimize the negative
. . . look at what is instead of what isn't
. . . look at what people are instead of what people are not
. . . explore one of the most facinating subjects in the universe—one's own self
. . . recognize one's own self-worth
. . . develop one's own potential
. . . discover what one does like about one's self

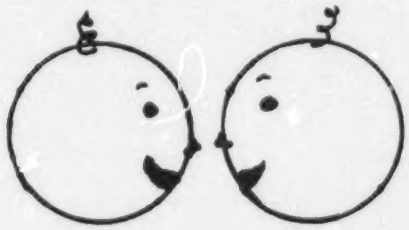
PART I
SELF-CONCEPT DEVELOPMENT

What is self-concept?

Self-concept is defined broadly by Shavelson, Bolus and Keesling (1980, p. 25) as "a person's perception of himself." The authors explain that this perception is formed through experience and with interpretations of one's environment and is influenced by reinforcements, evaluations by significant others, and attributions for one's own behavior.

The construct self-concept is defined further by Shavelson, Bolus and Keesling (1980) as being organized or structured so that people categorize the information they have about themselves and relate the categories to each other. These authors also define self-concept as being multifaceted and hierarchical, with general self-concept at the top in a stable position. As one descends the hierarchy through academic and non-academic self-concept, to sub-areas of self-concept, to evaluation of behavior in specific situations, the self-concept becomes increasingly less stable. Therefore, how one feels about his or her self may vary in any specific situation. A person may feel good about being an excellent basketball player but uncomfortable learning to skate. A person may have positive feelings about performing in the band but feel negative about giving an individual presentation in front of a large group. The situation may be so specific that a self-concept is affected by winning or losing a ball game or getting a high score and a low score on tests in the same subject matter. Yet, the general self-concept may remain stable so that a person basically feels good about his or her self in an overall sense. As an individual develops from infancy to adulthood, the self-concept becomes increasingly multifaceted because of the variety of life experiences.

The diverse nature of the self-concept is reinforced by Combs, Avila and Purkey (1971), who explain self-concept as being all of the aspects of the perceptual field, which includes references to "I" or "me." This view is composed of thousands of perceptions that vary in clarity, precision, and importance. Taken all together, these are described as the self-concept. All of us have thousands of ideas or concepts about ourselves. When asked who we are we may describe ourselves by sex, age, race, role, name, hobbies, relationship to others, or residence. This self-description usually goes on to include the values placed upon the qualities of self. For example, a person may be a "good" mother or a "poor" tennis player.



The patterns of perception of self are very important to the person who holds them. "In fact, the self-concept is even more important to its owner than the body in which it exists" (Combs, Avila and Purkey, 1971, p. 40).

Why is self-concept important?

Self-concept is important because it is "the most important single factor affecting behavior" (Combs, Avila and Purkey, 1971, p. 39). All behavior is directly or indirectly related to how people see themselves and their situations. While situations may change, the beliefs that people have about themselves will be related to their behavior. Combs, Avila and Purkey (1971, p. 39) write that "the self is the star of every performance, the central figure in every act."

The self-concept can also be expanded to include possessions, such as "my desk" or "my car," or to members of a group, as reflected by "my gang" or "my school" or "my family." Combs, Avila and Purkey (1971) also explain the self-concept as being the center of the

universe for a person. It is the frame of reference from which one makes his or her observations. If something is right or left, taller or shorter, older or younger, we are usually making references related to our own selves.

The self-concept is also important in relation to how we feel about others. The deprived self cannot give itself away. The self must have some sense of adequacy before being able to help others. Feelings of personal adequacy are also necessary for self discipline. "It is only when persons feel fundamentally adequate that self can be transcended and attention truly given to the needs of others" (Combs, Avila and Purkey, 1971, p. 13).

How is self-concept developed?

Self-concept is learned in the same manner that other perceptions are acquired, and that is by experience. A young child learns very early about what is "me" and "not me." As a child grows older, a name is assigned to "me," and the child develops a large number of perceptions about the environment in relation to his or her self. A new self comes into being and "will exert its influence on every behavior for the rest of its owner's life" (Combs, Avila and Purkey, 1971, p. 48).

Self-concept can be changed by experiences and by other people. However, only the "significant others" in a person's life will have much effect on the self-concept. A person learns he or she is acceptable or unacceptable from the thousands of everyday occurrences that influence attitudes and feelings. Combs, Avila and Purkey (1971) report that unimportant aspects of the self can be acquired or changed fairly quickly. Most of the important changes in self-concept related to attitudes, values, and basic beliefs tend to occur much more slowly.

Regan and Shepherd (1977) explain that a feeling of confidence in oneself is one of the fundamental human needs. Children who grow up without the opportunity to develop self-confidence, who are continually criticized for inability to meet adult standards, who are not allowed to develop skills in line with their abilities and special talents, lose confidence in themselves and soon develop anti-social behavior traits.

How is self-concept related to teaching and learning?

Hundreds of research studies have documented the effects of self-esteem upon the success of students at every level of education (Combs, Avila and Purkey, 1971). What students believe about themselves does have an effect on how well they learn.

Self-esteem is a better predictor of success in learning than IQ scores. Children who have a positive self-concept read better than children who have a negative self-concept. In the classroom setting, self-concept often determines the quality of the student's learning (Combs, 1982). Self-concept is related to achievement in school and starts as early as the first grade. When self-concept increases, cognitive learning also increases. The way in which students see themselves is one of the most important characteristics in determining how well students are motivated to learn. If students are positively motivated, they tend to be turned on by learning, they feel wanted, and they think they are worthwhile. Students who grow in confidence and pride will build positive foundations for achievement (Robinson, 1982).

Canfield and Wells wrote that all learnings are an outcome of risk-taking situations and are analogous with a poker game or other gambling situation. They hypothesize that students with high self-concepts (more poker chips) will be more willing to take a risk in a learning situation (gamble) than will students with low self-concepts.

If students do not experience success, they tend to feel inferior. Thus, low self-concept can lead to dropouts and underachievers in school because the students lack confidence and ambition. They are unable to complete required tasks since they are not motivated to learn. Students with low self-concepts are also more anxious and many times do not respond to stimuli that lead to learning. Therefore, negativism, attention-getting devices, and bullying are frequently the result of failure to find ways of obtaining security and satisfaction through acceptable types of behavior (Regan and Shepard, 1977).

When teachers know how students perceive themselves, they can understand better the reason for certain student behaviors and can more easily predict what those students will do next. Various studies validate the self-fulfilling prophecy, which emphasizes that people will do about as well as they are expected to do. Teachers should consider this principle when planning instructional activities.

The circular effect is also related to teaching and learning. The self-concept tends to maintain and reinforce its own existence (Combs, Avila and Purkey, 1971). One example of the circular effect is that some students cannot read because they believe they cannot read. Since they believe they cannot read, they do not try to read and therefore, do not get any practice in reading. Since these students do not practice, they do not read well. The fact that they do not read well is reinforced by teacher comments and grade reports. All of this confirms what the students believed in the first place: they cannot read. The self-concept circular effect can be found in a variety of educational settings where students do not want to try because they know they will not do well.

The self cannot be forced to learn. A positive view of self is a necessary resource for learning. The climate for learning must take into account the role of the self-concept in the learning process. Learning is a personal affair and will take place more effectively when a student knows she or he is valued and respected. Any threats to the dignity and integrity of the self will likely impede the learning process. We need to remember that "people who believe they can, are more likely to succeed" (Combs, Avila and Purkey, 1971, p. 46).

There is a difference between self-concept and self-report. Combs, Avila and Purkey (1971) explain that self-concept is what a person believes about himself or herself, while self-report is what a person is willing to divulge. Self-report is a behavior, while self-concept is a system of beliefs.

What a person says or reveals may not be an accurate description of the self-concept. People may report what they think is acceptable or expected. Teachers need to remember that their expectations may influence self-report. Even people who have healthy self-concepts may not always feel safe enough to reveal their deepest feelings.

Self-concept exists inside the person and is not open to any type of direct examination. Some studies have been done where inferences about self-concept were drawn from observed behaviors. This type of examination must be done by trained observers. Combs, Avila and Purkey (1971) concluded that the data based on observed behavior were more accurate than the self-reports of the students in the sample.

A person's real self cannot be measured precisely by either the inferred self-concept or the self-report (Combs, Avila and Purkey, 1971). Despite criticism of self-report, it does have value in its own right. The authors explain that what a person says about himself or herself is valuable data. Self-report is an expression of the person's perceptual field at the time of reporting and helps us understand that person. Therefore, the self-report can provide valuable clues to the teacher. Many self-concept activities do focus on self-report and can help the teacher gain insights about the students.

REMINDER . . . REMINDER . . . REMINDER . . . REMINDER

We learn when we are actively involved and can participate in an experience.

We learn when we can relate the information to ourselves and when the activity is meaningful to us.

We learn when we have developed a "readiness" for the experience.

We learn at different rates and in different ways.

We learn when the activity or experience relates to a goal we wish to achieve.

We learn best when we are motivated by intrinsic factors such as interest, curiosity, desire for the outcome, or consequence of the experience.

We learn more rapidly when we are aware of our progress.

We learn best when we have some feelings of success.

We learn from applying concrete experiences to abstract concepts.

We learn when new experience is based upon past experience.

We learn when the environment is secure.

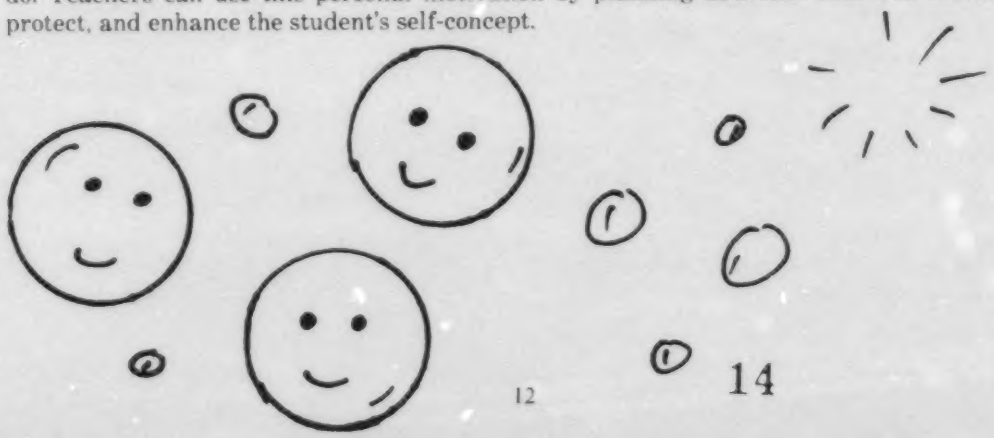
We learn when we can make use of the learning being taught.

We learn best when we accept the major responsibility for our own learning.

—Adapted from Hilgard, E. and Bowers, G. *Theories of Learning.* New York: Appleton-Century-Crofts, 1966.

Reviewing these learning principles can be helpful when selecting and using self-concept activities. The more learning principles that relate to the activity, the more likely the degree of success of that activity. Most of the self-concept activities in this publication have been designed to reinforce active participation, relate to each individual, provide feedback, and promote feelings of success. The activities can be adapted to the readiness level of the students and be based on their own practical experiences. The climate for the self-concept activities should encourage feelings of security and self-worth. People are motivated to act in the way that best reinforces the self-concept. Given a choice, students will do that which makes them feel important or accepted.

In *Self-Concept and School Achievement,* Purkey (1970) presents the idea that the maintenance and enhancement of the perceived self is the motive behind all behavior. He emphasizes that the only kind of motivation is personal, internal motivation. Purkey explains that students are always motivated, but they may not be motivated to do what we prefer they do. Teachers can use this personal motivation by planning activities that will maintain, protect, and enhance the student's self-concept.



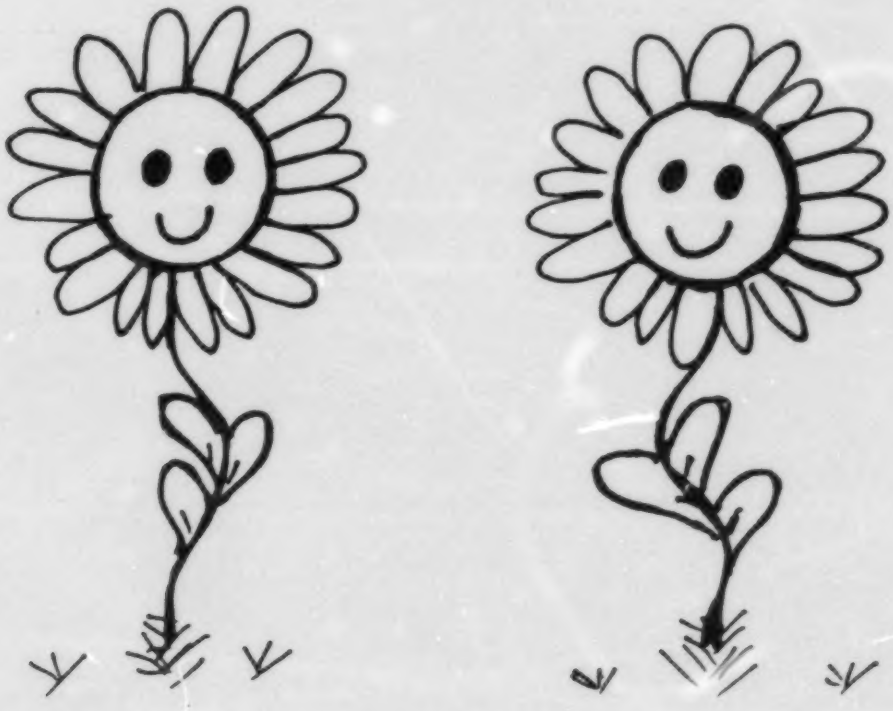
REMEMBER...REMEMBER...REMEMBER...REMEMBER

. . . The more we know about our students, the easier it is to motivate them. Self-concept activities can be excellent tools for finding out more about individual students. These activities can be used to get acquainted, introduce a topic, or stimulate a discussion. At the same time, the teacher will learn a great deal about each student who participates.

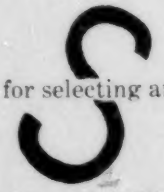
. . . Peer pressure is a strong motivator and is directly related to self-concept development. Peers sometimes encourage negative reactions, but peers can also motivate other students in a very positive sense. Self-concept activities can be utilized to reinforce positive behavior among peers.

. . . Students need to succeed, but they also need to be challenged. Since fear of failure is directly related to self-concept, it is important that students learn the difference between making a mistake or failing at a task and being considered a failure as a person. Students need to be encouraged to try and try again. We learn from our mistakes, and those students who have positive self-concepts will be more secure about attempting new experiences (Slater, 1977, p. 5).

. . . A positive view of self provides inner strength from which a person may cope more effectively with crises. Self-esteem provides a firm foundation from which to deal with the problems of life. A positive self-concept is a resource that can be used in times of stress. "With a positive view of self one can dare, be open to experience, and confront the world with open arms and quiet certainty" (Combs, Avila, Purkey, 1970, p. 144).



Guidelines for selecting and using self-concept activities



The Suitabilty "S" Checklist can be used as criteria for selecting and using self-concept activities.

Is the activity *SUITABLE* for the . . .

. . . Students? Consider ages, interests, needs, maturity, and ability.
. . . Subject Matter Content? Decide if self-concept can be integrated into the content or related to the area of study.
. . . Situation? Consider the size and type of class, cost of activity or materials, student motivation, and needed space.
. . . School? Check school rules, regulations, and policies that might be related to an activity such as a field trip or guest speaker.
. . . Safety? Make sure the activity is safe if students need to use equipment and materials.
. . . Skills? Review skills needed by students to complete the activity and consider how self-concept is related to the development of a skill.
. . . Special Needs? Decide how students with special needs can participate and also plan ways to promote equity for all students regardless of race, sex, age, nationality, or disability.
. . . Special Topics or Interests? Consider the role of self-concept in relation to special topics such as career education, family violence, sex equity, or aging.
. . . Surroundings? Check out the surroundings where the activity will take place to see if anyone will be disturbed. Also, consider using available resources such as a nearby child care center, senior citizen center, library, cafeteria, or playground.
. . . Scholarship? Relate self-concept activities to student objectives and set standards that encourage development of basic skills when possible.
. . . Sensitivity? Be aware of possible reactions and present activity in a non-threatening manner.
. . . Socialization? Consider social aspects of both individual and group activities.
. . . Senses? Plan to use as many senses (seeing, hearing, feeling, smelling, and tasting) as possible to reinforce learning and retention.
. . . Strategy? Analyze the activity in relation to your overall plan of action and goals for the students.
. . . Style? Consider your teaching style and the learning styles of your students. The activity should be comfortable and compatible with teaching and learning styles.

ASK

Now, ASK yourself . . .

Are you including educational activities and student objectives in all three of the domains of learning?

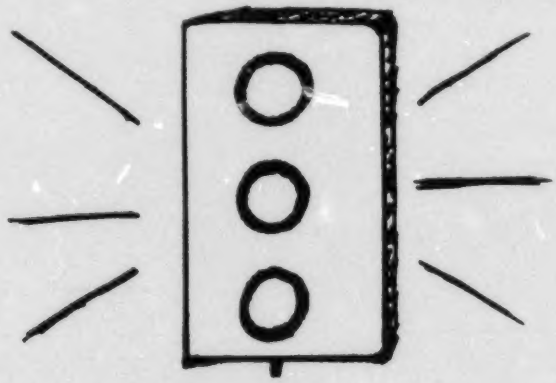
A = The *affective* domain includes attitudes, feelings, and values.
S = The psychomotor *skill* domain includes manipulative skills.
K = The *knowledge* domain includes cognitive learning.

Self-concept activities can be incorporated into any or all of the domains of learning. Teachers usually emphasize the skill and knowlege domains because objectives in these areas are easier to measure than objectives in the affective domain. Self-concept activities are ideal for the affective domain because they often focus on feelings, attitudes, and values.

Evaluation

The evaluation of self-concept activities can be accomplished by giving credit for participation without any letter grades. Points or grades can be given based on the rationale presented or on the method of presentation. Teachers may also wish to use such techniques as + or –, happy and sad faces, progress stamps, or self-evaluation forms for the activities. At times, it may be desirable to have no evaluation related to the activity.

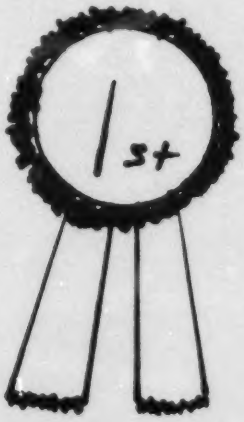
"Red light—green light"* can be used with activities that require some feedback or monitoring. A green pen or dot or the word green can be used to mean *GO* ahead, all is well or on target. A yellow mark or code means *CAUTION*, better check with the teacher. A red dot or mark means *STOP* and check before doing any more. This technique can be used with such activities as student journals, logs, progress charts, and projects.



*Thanks to Byron Scott, Associate Professor of Journalism at Ohio University in Athens, Ohio for sharing this idea.

The "IR" or Itemized Response technique allows students to evaluate a situation, activity, or assignment by focusing on the positive. There must be *three* positive responses or comments and then *one* negative comment or concern can be expressed. This series, of three positive and one negative, is repeated until the topic has been well reviewed. This process not only allows for discussion and student feedback, but usually emphasizes the positive while recognizing some of the concerns related to the situation.

Other types of evaluation techniques for self-concept activities include the "Feel Wheel" (see page 64), special awards, recognition activities, and "student of the week" selection. Self-concept activities can be used by the teacher to provide for individual differences in the classroom. Students can have some degree of success because they are competing mainly with their own selves. The teacher can adapt and modify activities. Self-concept acitvities can also provide opportunities for creativity and flexibility on the part of teachers and students.



Self-Concept Activities in the Classroom

Here are some suggestions for the use of self-concept activities in the classroom.

1. **Integrate self-concept activities into regular subject matter content.**

   Examples:

   a. Include self-concept activities in consumer education and discuss how consumer decisions are related to self-concept. How does advertising influence us? Why do we purchase certain brands? How is money or lack of money related to self-concept? Who influences our consumer decisions? Why do people spend more than they can afford on cards or toys or clothes?

   Many of the activities in Part II can be adapted by putting them into the context of being a consumer. As a consumer, are you more like a check or cash? Why? As a consumer, how would you describe yourself using your initials? Bring in a bag and include in your bag several items that tell something about you as a consumer.

   b. Relate self-concept activities to family living and relationships with others. Why do you act like you do with other people? How do others make you feel about yourself? What will you be like as a family member at age 33, 53, and 73? Write a soap opera about your family and friends. What have you done this past week for your family that you are proud of?

   c. Develop self-concept activities to be used while studying child development. How does a child develop his or her self-concept? What did you think of yourself as a child? Help a child make a collage of interests and hobbies. Help children design advertisements to sell themselves.

   d. Incorporate self-concept activities into the study of nutrition, health, and fitness. How does self-concept relate to each of these topics? In what ways can the fitness movement be related to self-concept? How can a positive or negative self-concept influence eating habits? Why do most people diet? How could you diagram the influence of health on self-concept and self-concept on health?

   e. Analyze the role of self-concept in determining career choice. Use voting statements or open ended sentences related to careers and discuss choices. Why do some careers have more prestige than others? How does self-concept affect job performance?

   f. Examine the relationship between self-concept and the selection of clothing or furnishings. Why do students like to dress alike? Why do some people try to be different from their friends? How are appearance and grooming related to self-concept? If you were a room what would you be like? What article of clothing best represents the image others have of you?

   g. Explore the relationship between self-concept and decision making, communication skills, or management. How do feelings about self affect these processes? Describe yourself with adjectives. In what ways are you average, below average, and above average? Are you spending your time the way you want? If not, why not? Who influences your decision? Are you comfortable speaking in front of a group? When do you feel most secure? When do you procrastinate? How do you feel if you make a mistake? Why? What coping skills have you developed to help you get the most out of life?

   h. Encourage students to consider the role of self-concept in the study of famous people, politics, history, great writers, artists, entertainers, scientists, and people in power. How might self-concept be a factor in the decisions being made in the world today?

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2. **Teach a separate unit, module, or lesson on self-concept.**

Examples:

a. Plan a unit of instruction for a selected length of time using some of the materials in this publication. Include a clever title, a rationale, student objectives, an outline of content, a variety of activities designed to accomplish the objectives, a plan for evaluation, some related assignments, and a list of references.

b. Develop a self-concept learning package to be used by students as one type of individualized instruction.

c. Set up a self-concept learning center where students can work on a variety of activities. Have students develop self-concept materials to be used by other students in the learning center.

d. Have students plan lessons on self-concept to teach to younger elementary students or students in preschool situations.

e. Develop self-concept units to be used in youth organizations such as Future Homemakers of America and 4-H or Scouts.

f. Team teach a self-concept unit with other teachers in the school.

3. **Reinforce basic skills such as reading, writing, and computing by using self-concept activities.**

Examples:

a. Have students read self-concept case studies, situation stories, and other handout materials that are of interest to them. Encourage students to look up unfamiliar words that will provide the key to the activity.

b. Have students write out their responses to the self-concept activities and share with the class by reading what they have written. The written activities can then be handed in and reviewed for spelling and grammar.

c. Encourage students to total their points and the scores they receive on self-concept activities. The class members may also want to compile class scores and rankings for profiles of class responses.

d. Promote basic skills by having students prepare self-concept projects such as posters, exhibits, reports, journals, and demonstrations.

e. Use audio or video tapes of self-concept projects or reports to provide instant feedback to the students so that they can analyze their own basic skills.

4. **Adapt self-concept activities for younger students or for students who have special needs related to learning.**

Examples:

a. Use only part of the activity at one time.
b. Adapt the vocabulary to student's level.
c. Use pictures or drawings in place of words.
d. Shorten the activity.
e. Take more time to do the activity.
f. Show examples of what is expected.
g. Have fill-in-the-blank forms with part of the work completed.
h. Reinforce the same concept with more than one activity.
i. Repeat the activity with a different concept to be mastered.
j. Use audio visual materials instead of a written activity.
k. Design the activity for oral responses.
l. Use real objects to introduce an activity.
m. Start the activity with you sharing or demonstrating what is to be done.
n. Practice doing the activity before students give their response.

5. **Adapt self-concept activities for gifted students.**

Examples:

a. Encourage students to conduct self-concept research projects.
b. Have students develop additional self-concept activities or materials for other students.
c. Encourage students to analyze and evaluate self-concept activities and report results.
d. Have students review literature on self-concept and the relationship of self-concept to other variables.
e. Encourage students to develop a newsletter, a television program, or video tapes related to the topic of self-concept.
f. Provide students with additional self-concept materials to study and analyze in depth.
g. Stimulate student interest in self-concept related to leadership, power, and other areas of interest.
h. Encourage students to participate in creative activities related to self-concept development.

6. **Adapt self-concept activities to meet the needs of adult learners and in-service program participants.**

Examples:

a. Relate self-concept activities to a topic of interest to the group.
b. Use self-concept activities to get acquainted and set climate for program.
c. Demonstrate how the participants can use the activities with others.
d. Explain the purpose of the self-concept activity being used.
e. Relate the activities to the community and other areas of service.
f. Provide handouts, resources, and take home materials to be used by participants.
g. Give examples of other situations for using the activities.
h. Help participants identify possible consequences of activities.
i. Allow time for discussion of the activities used in the meeting.
j. Share hints for using and modifying self-concept activities.
k. Incorporate self-concept activities into workshops, teacher institutes, conferences, and other professional meetings.
l. Encourage projects or research related to self-concept and selected variables such as grade point average, success on the job, age, salary, leadership activities, or membership in organizations.

7. **Adapt self-concept activities for use with youth groups and organizations.**

Examples:

a. Integrate self-concept activities into FHA/HERC programs.
b. Incorporate activities into 4-H, Scouts or other community youth groups.
c. Relate activities to personal growth and individual projects.
d. Promote the use of activities with family and friends.
e. Plan ways to use self-concept activities with the elderly or with young children.
f. Develop programs around a self-concept theme.
g. Have group members design media programs and materials to promote positive self-concept development.
h. Use self-concept activities to develop acceptance of cultural diversity among students.

8. **Adapt self-concept activities for use with teacher education students in pre-service programs.**

Examples:

a. Use activities with teacher education students and discuss possible uses in the classroom.

b. Use activities as examples of materials that could be developed by the teacher education students.

c. Use activities to discuss the relationship of self-concept to learning principles.

d. Have students use the activities in field experiences or student teaching, and evaluate the activities.

e. Use the materials in mini research projects where students are pretested and posttested on knowledge and attitudes related to self-concept.

f. Use the materials as starting points for such activities as a unit, a lesson, a game, a bulletin board, a theme, a project, a report, a term paper, a presentation, a puppet show, an article, a reaction paper, a role play, or a media presentation.

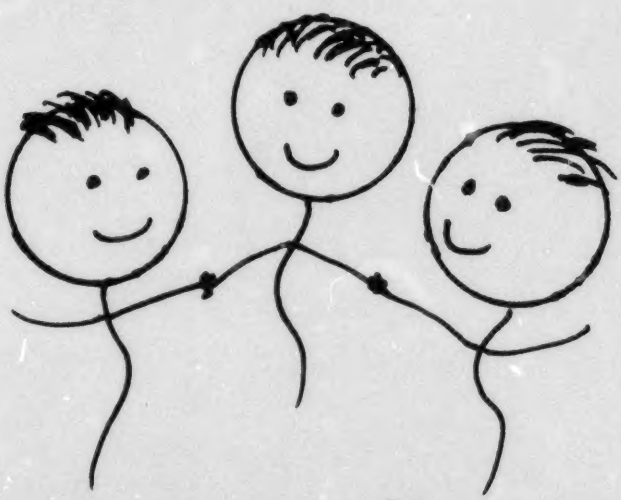
g. Use the activities as handouts, duplicating masters, overhead transparencies, study sheets, posters, or simulations.

h. Use self-concept activities to help the teacher education students better understand themselves.

Hints for Helping Others Develop A More Positive Self-Concept

Remember to . . .

. . . Practice saying positives
. . . Give honest praise
. . . Find *something* positive in the situation
. . . Give positive comments before and after presenting negative points
. . . Be against the act, not the person
. . . Use the "I" form for expressing concerns instead of "You" form. Say "I feel hurt about . . ." instead of "you are always causing. . . ."
. . . Set goals for giving compliments
. . . Show appreciation with calls and notes
. . . Be sensitive to what other say and do
. . . Care and let others know you do care



Resources

Ideas are everywhere! Check newspapers, magazines, and advertisements. Be on the lookout for game books and psychological tests. Look through children's books and magazines, collect appropriate cartoons and comic strips. Cut out Dear Abby situations. Self-concept is interdisciplinary in nature, and information and activities can be found in a variety of places.

Selected references are listed in the bibliography. Teachers may also find it helpful to read the following resources, which are directly related to Part I of this publication.

Bagby, Sara Ayers and Cooney, Stephanie Heatwale. *The Individual as Teacher: Caring, Creating and Coping.* Home Economics Education Association, Washington, D.C. 1978.

Canfield, Jack and Wells, Harold C. *100 Ways to Enhance Self-Concept in the Classroom.* Prentice-Hall, Inc., Englewood Cliffs. 1976.

Combs, Arthur W. "Affective Education or None at All," *Educational Leadership,* 39, No. 7. 1982.

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Ragan, William B. and Shepard, Gene D. *Modern Elementary Curriculum,* 5th Ed., Holt, Rinehard, and Winston, New York. 1977.

Robinson, Saen and others. "Building Students' Self-Esteem," *Today's Education,* 71, No. 3. 1982.

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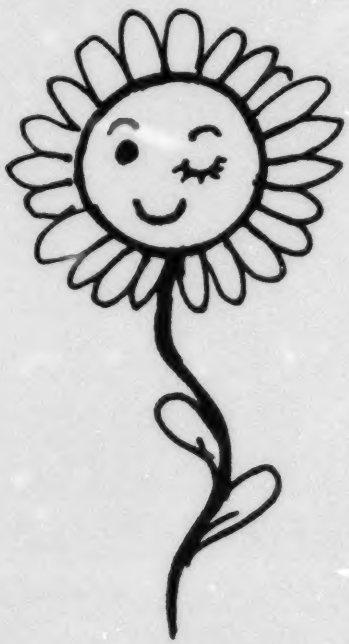
Slater, Shirley. *Selection and Use of Teaching Strategies.* The Heart of Instruction Series, Number 5. Lloyd W. Dull, editor and compiler. Ohio Department of Education, Columbus, Ohio. 1977.



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PART II

SELF-CONCEPT ACTIVITIES

The activities in Part II can be used in a variety of ways. Some of the activities are designed to be duplicated and handed out to students. The directions or notes to the teacher can be removed or covered when making student copies.

The activities should be adapted to meet the needs and interests of students. Some of the activities work well when done orally as part of a discussion. Other activities may be more effective as overhead transparencies or posters Some of the materials need to be prepared according to directions, while other activities are ready to be handed out to students.

Feel free to modify or revise the materials. Be selective and use the activities that seem most suitable for your situation. The activities are in no special order or sequence. *Please refer to Part I of this publication for suggestions on selecting and using the materials in Part II.*

Some of the activities have been adapted from ideas that are common knowledge and can be found in a variety of sources. Other activities have been published by the authors in *FORECAST, Illinois Teacher,* funded project materials, and curriculum guides.

OBJECTIVES

Each activity sheet in Part II is coded, at the bottom right corner of the page, to the objectives listed below.

Teacher Objectives

T. 1 Recognize the importance of self-concept in relation to the teaching and learning process.
T. 2 Accept the uniqueness of individual students.
T. 3 Integrate self-concept activities into various aspects of the curriculum.
T. 4 Plan opportunities for students to succeed and be recognized in a positive manner.
T. 5 Emphasize basic skills such as reading, writing, computing and verbal communication while using self concept activities.

Student Objectives

S. 1 Recognize the ways in which you are a unique individual.
S. 2 Appreciate your own self-worth.
S. 3 Recognize the uniqueness and worth of other individuals.
S. 4 Analyze the positive aspects of your past life in relation to your present life and future goals.
S. 5 Set goals that will help you develop a more positive self-concept.

IF THE SHOE FITS . . .

Vote for your favorite shoe and find out what you are like as a person.

..... Tennis Shoe: comfortable, practical person who gets things done—versatile—fits in most places—likes sports—usually has an active hobby—flexible and adaptable—helps out when needed—likes people—friendly.

..... Work Boot or Hiking Boot: hard worker—can take getting dirty or meeting a challenge—ready to get going—sometimes impatient—doesn't like to sit around in meetings—will do the unpleasant job if it needs to be done—usually can do many things.

..... Dress Shoe: can rise to a special occasion and be a leader—will step out in front but knows when to be a follower—careful, good manager, dependable, gets the job done in a quiet manner—may speak out if disagrees.

..... Sandal: carefree, friendly—may be late but makes up for it by being enthusiastic—likes nature—knows how to relax and when to relax—hurries up to get the job done in order to do other things—calls on tennis shoe or work boot for help--has a good time—open to new ideas.

..... Loafer or Moccasin: cool, calm, comfortable—does the job and then pursues own interests—copes well in stressful situations—practical person—enjoys the opposite sex.

..... Earth or Nature Shoe: a little different—creative, arty—doesn't always know what day it is—tries out new ideas—has special talents but may not relate to others at times—likes funky things—can really produce when motivated.

..... Barefoot: nature person—enjoys physical aspects of life like eating and sleeping.

T.2, T.4
S.1, S.3

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This activity is most effective if real shoes are taken from a shoe bag and held while voting takes place.

Discussion after this activity could be related to any of the following points:

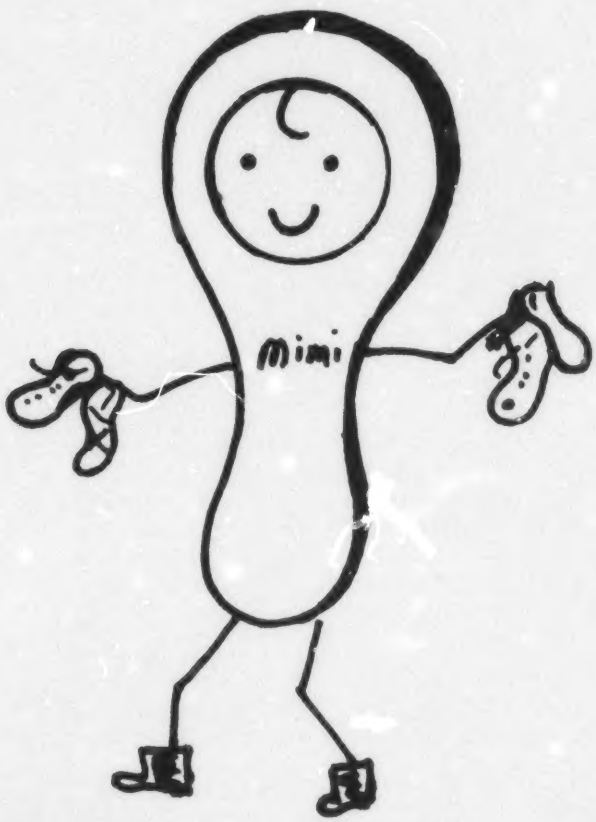
- Shoes come in all sizes, shapes, and colors. People also come in different sizes, shapes, and colors. We need all types of people just like we need different kinds of shoes.

- People choose different shoes as their favorite. We do not all select the same type of shoe because we are different. We are all unique individuals and should respect other peoples' choices and decisions.

- Although most of us have a favorite shoe, we may need to try on a new shoe. New shoes may pinch or feel uncomfortable, but sometimes we need to be willing to try on a new shoe. This is also true of ideas. Sometimes we need to try out a new idea—even if it hurts a little.

- We need to *stand* up for what we believe and *step* out in front. We need to know when to be a leader and when to be a follower. If we do not do what needs to be done, then we should not *kick* about what happens.

- If the shoe fits, wear it.



THE ABC'S OF YOU

- Describe yourself using your initials. You can use phrases or adjectives or rhyming words.

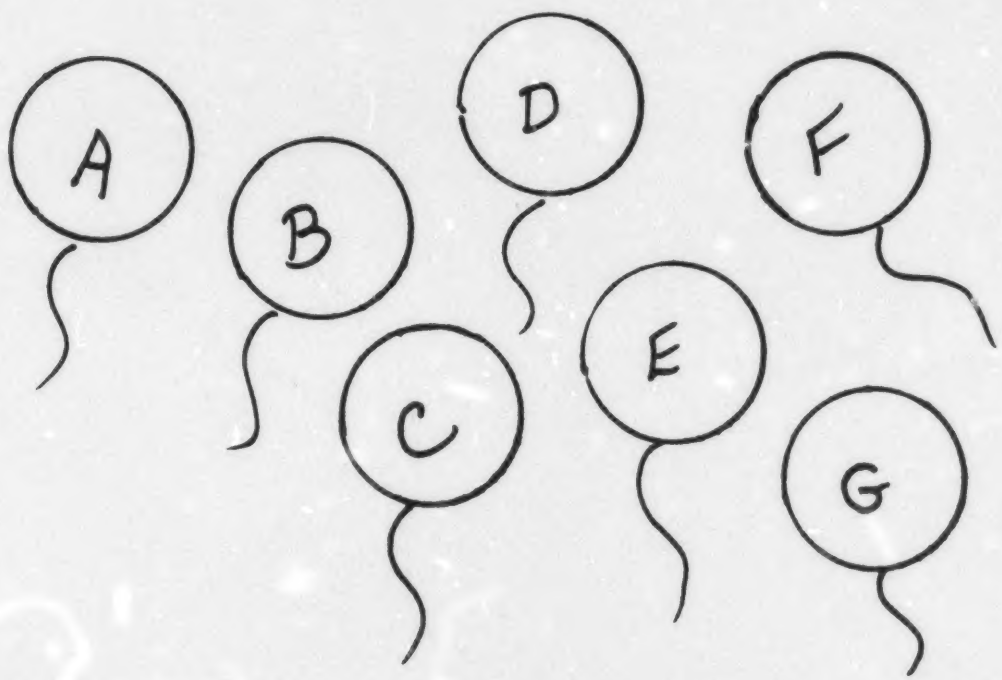
  Examples: SS = Super Sport
  BL = Bright Light
  LC = Lucky and Creative
  HHM = Happy Hairy Man

- Use *all* of the letters of the alphabet to describe yourself. You can go from A (active) to Z (zany).

- Use your name or initials to design a *brand* for your ranch. (Circle D (D))

- Take one of your favorite letters of the alphabet and think of all of the words that start with that letter. Which words describe you? Check the dictionary for even more words. Do a profile of you using words that start with a letter like "B" or "P" or "N".

- Write out your complete name. Use each letter to start sentences in a story or a poem about you.



T.2, T.4, T.5
S.1, S.3

ARE YOU MORE LIKE . . .

This open-ended activity can be done several ways. The teacher can find photographs or draw pictures of the two items. Students can write down on a sheet of paper their choices and a brief statement of why they selected the items they did. Or, type the list on a handout and let the students fill in each blank. Discuss the students' reasons for their selections.

Students can respond to the 'more likes' by assuming different roles such as:

A Person . . .
A Leader . . .
A Worker . . .
A Consumer . . .
A Member of an Organization
A Family Member

Or, students might respond to the 'more likes' in relation to a topic or concern, such as:

On the topic of Politics . . .
On the topic of Discrimination . . .
On the topic of Non-Traditional Careers . . .
On the topic of Health . . .

Some examples of 'more likes' are listed below. Are you more like . . .

1. . . . cash or a check? _____ Why? _____
2. . . . blue jeans or a suit? _____ Why? _____
3. . . . a coal miner or a teacher? _____ Why? _____
4. . . . a basketball or a golf ball? _____ Why? _____
5. . . . a pizza with everything or a tossed salad? _____ Why? _____
6. . . . a giraffe or a hippopotamus? _____ Why? _____
7. . . . a midnight or noon? _____ Why? _____
8. . . . a volkswagen or a cadillac? _____ Why? _____
9. . . . a bicycle or an airplane? _____ Why? _____
10. . . . a computer or an adding machine? _____ Why? _____
11. . . . a television or a radio? _____ Why? _____
12. . . . a baked potato or french fries? _____ Why? _____

T.1, T.2, T.3
S.1, S.2, S.3

BRING YOURSELF IN A SACK

Bring a sack to class which contains 5–10 items that will help others to know you better. The sack can contain items related to your interests, hobbies, awards, and values. Include things that are important to you and things that will tell something about you that cannot be seen by just looking at you.

1. Each person can share the contents of his or her sack and explain what the items represent.
2. The sacks can be rearranged on a table without any type of identification. The students can try to decide who each sack belongs to by checking the contents.
3. Students and/or teachers can introduce themselves using the contents of their sacks.
4. The sacks can be made up for another person by selecting what you think should go into a sack for a friend or a parent.

T.2, T.4, T.5
S. 1, S.3

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PICK YOUR FAVORITE

1. Which male historical figure would you most like to have known?
2. Which female historical figure would you like to have known?
3. Whom would you like to trade places with for a day?
4. If you could own any animal that has ever appeared on television or in a movie, which animal would you choose?
5. If you could make an appearance on any TV show, which would it be?
6. What sports figure would you get the most satisfaction out of defeating?
7. Of all people (living or dead), whom would you choose as your hero or heroine?
8. If you could have any famous male as a brother, whom would you choose?
9. If you could have any famous female as a sister, whom would you choose?
10. Which author would you most like to meet someday?
11. If you could have any artist (living or dead) paint your likeness, whom would you choose?
12. What fictional character would you like to be?
13. What creative person would you most like to study with?
14. If you were President, whom would you pick for your Vice-President?

Discuss the different answers to these questions. Why do people answer these questions differently? What influences a person's answers? What would happen if students conducted a survey using questions like these? Could they conduct a survey, collect the data from people of various ages, and compare the results? How might the answers to these questions reflect a person's self-concept? How do famous people feel about themselves? Discuss some of the famous people who are identified in this quiz in relation to self-concept. How do famous people serve as role models?

T.2, T.3
S.3, S.5

WHAT DO YOU LIKE ABOUT YOURSELF?

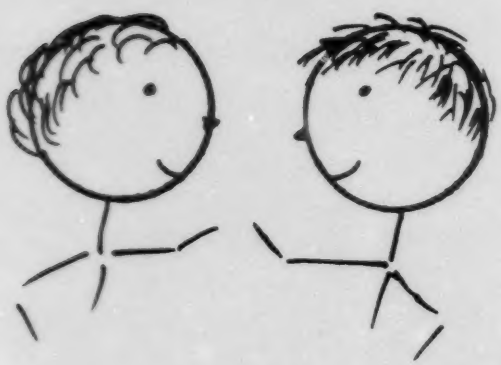
1. Get a partner and for 2 minutes tell your partner what you like about yourself. No negative comments can be given. After 2 minutes, let you partner have a turn while you listen.

   Discuss how you felt, both telling about yourself and listening to your partner.

   Remember, you should like yourself and you should be able to tell other people about your strengths.

2. In a discussion group, let everyone have a turn telling what he or she has done in the past week that he or she is proud of.

   Discuss the many things you do that you feel proud about.



T.1, T.4
S.1, S.2, S.4

PERSONAL PROFILE

Complete the statements below to develop a profile of your personal assets.

The three qualities I like best about myself are . . .

1. _____
2. _____
3. _____

The three qualities I think my friends like best about me are . . .

1. _____
2. _____
3. _____

The three qualities I think my teachers like best about me are . . .

1. _____
2. _____
3. _____

Some things about me that help me to make friends are . . .

1. _____
2. _____
3. _____

Some things about me that help me get along with people are . . .

1. _____
2. _____
3. _____

The qualities I think an employer would like best about me are . . .

1. _____
2. _____
3. _____

I have shown leadership skills by . . .

1. _____
2. _____
3. _____

The work experiences I have had are . . .

1. _____
2. _____
3. _____

Some of my hobbies and activities are . . .

1. _____
2. _____
3. _____

School has helped me by . . .

1. _____
2. _____
3. _____

T.1, T.2, T.3, T.5
S.1, S.2, S.4

SELLING YOURSELF

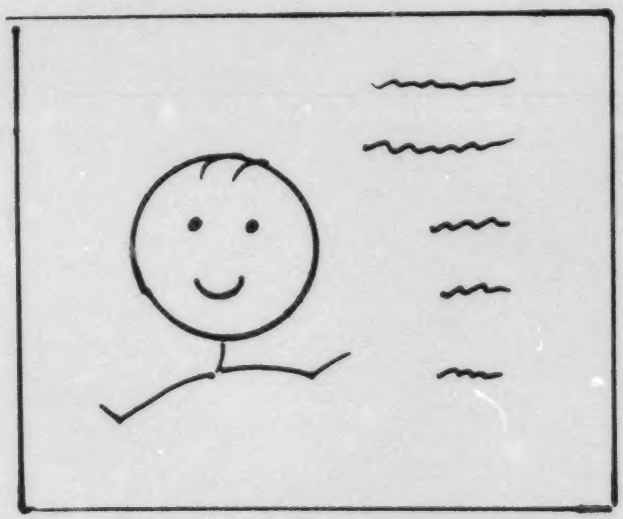
Design an advertisement for a newspaper magazine, radio, TV, or a billboard, poster, sign, or a collage that would sell you to someone else for a "position."

Highlight your strengths and abilities:

- social skills
- emotional stability
- physical traits
- character traits
- personality traits
- motor skills
- physical abilities
- intellectual abilities
- thinking skills
- organizational skills
- communication skills
- interpersonal skills
- appearance
- knowledge possessed
- moral beliefs
- human relation skills
- mental abilities
- interests
- hobbies

Some possible situations for selling yourself:

- as a potential employee
- as a friend
- as a co-worker
- as an officer of an organization
- as a student
- as a family member
- as a baby sitter
- as a contest winner



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T.1, T.3, T.4
S.1, S.2, S.3

UNIQUE U

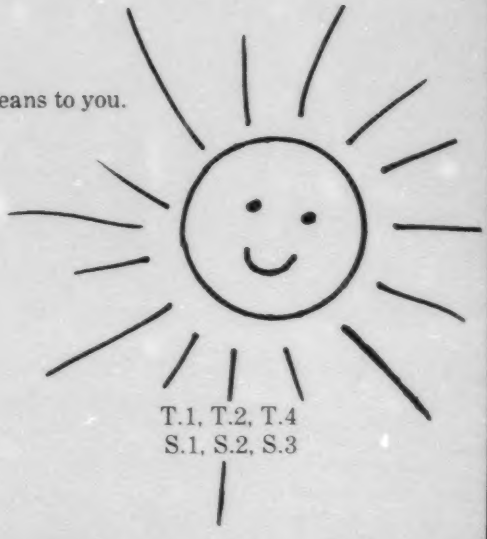
- Make a *collage* that represents you and your hobbies and interests.

- Design a *mobile* that represents you and how you like to spend your time.

- Give a *3 minute sermon or lecture* about yourself. Tell how you are like other people and how you are different from other people.

- Design a *"Me Tree"* that represents you and your family and friends.

- Play part of your *favorite record or tape* and explain what it means to you.



T.1, T.2, T.4
S.1, S.2, S.3

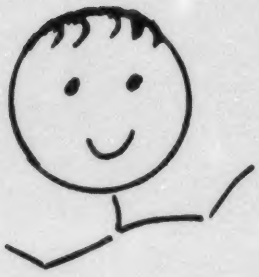
CIRCLES

1. Circle the words below that best describe *you* most of the time.

Happy Sad Talky Shy Quiet Noisy Loud Brave Afraid
Sporty Graceful Awkward Lovely Friendly Cute Tall Short
Thin Heavy Bouncy Strong Weak Lively Energetic Enthusiastic
Warm Mean Late Angry Hurt Helpful Clever Poor Rich
Bright Talented Fast Slow Silly Healthy Bored Sick Useful
Weird Active Sleepy Musical Artistic Creative Dull Droopy
Perky Peppy Positive Curious Kind Concerned Determined

2. List five more words that describe you.

3. Write a short story or poem about you, using the words circled above.



T.2, T.3, T.4, T.5
S.1, S.4

COMPUTER PROGRAM

Name 1.0 _____

Present age 2.0 _____

Age you would like to be the rest of your life 2.1 _____

Why? 2.2 _____

What animal best represents your personality? 3.0 _____

What animal would you like to have for a pet? 3.1 _____

What do you like to do by yourself? 4.0 _____

What do you like to do with a friend? 4.1 _____

What do you like to do with a group of friends? 4.2 _____

_____

If you could go anywhere in the world where would you go? 5.0 _____

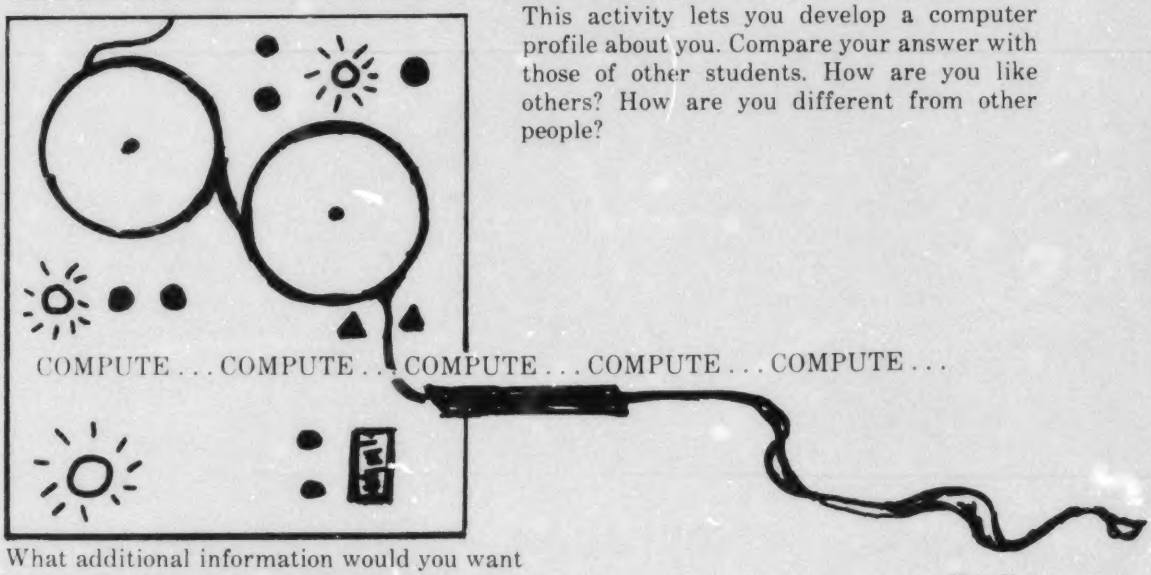
_____

What is one of the goals you hope to accomplish soon? 6.0 _____

_____

What is one goal you hope to accomplish in the future? 6.1 _____

_____



This activity lets you develop a computer profile about you. Compare your answer with those of other students. How are you like others? How are you different from other people?

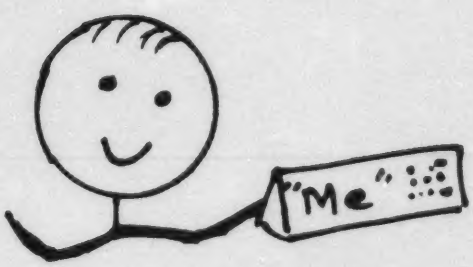
What additional information would you want to put into the computer to be stored on your records?

T.2, T.4
S.1, S.3, S.5

GETTING TO KNOW YOU

Getting to know someone, including yourself, takes time. In groups with people who are new to each other, it may take longer unless people are "forced" to mingle or to work with different people. Some ways of dividing groups or getting people to know each other are:

- Tear a design from a piece of construction paper that represents how you feel right now (groupings can then be made by color of paper or similar feelings)
- Decorate a name sign folded lengthwise so it will stand in front of your seat.
- On your nametag or name sign tell something about yourself such as:
  - your name
  - 5-10 "ing" words that describe you
  - your favorite animal
  - 3-5 things that you like about yourself
  - how you feel
  - if you could be anywhere, doing anything you wanted right now, where would that be and what you would be doing
  - your astrological sign
  - what you want to be doing 5 years from now
  - a career that you're interested in pursuing
  - what motivates you to try something rew
  - the nicest thing anyone ever said to you
  - the possession that you're proudest of
  - the thing you did that you're most proud of
  - your favorite book
  - 5-10 adjectives that you would use to describe yourself



T.1, T.2, T.4
S.1, S.3, S.4

IF YOU WERE . . .

_____ a book, what would you be like?

_____ a room, what would you be like?

_____ a color, what color would you be?

_____ a plant, what would you be like?

_____ a car, what would you be like?

_____ a piece of furniture, what would you be like?

_____ in another country, where would you most like to be?

_____ born at a different time, what day, month, and year would be your birthday?

_____ a member of the opposite sex, what would be your career goal?

_____ handicapped, what would your life be like?

_____ a business, what kind would you be?

_____ a cartoon character, who would you be?

The answers to these items may be used to lead into a discussion about subject matter content.

For example:

If you were a room, what would you be like? Why? How does your environment influence you? Could you change your personal space to better suit you and your activities? What can be done to change the mood of a room? How can storage be improved? What are some low-cost decorating tips?

T.1, T.2, T.3
S.2, S.3, S.5

VIDEO VIEW . . . OF YOU

This is a new video game. You must help design the format.

1. What color represents your personality?

_____

2. What shape represents your feelings about life? Draw the shape below.

3. What symbol should represent you on the screen? Draw it below.

4. What type of sound should represent you?

_____

5. Name your game.

_____

T.2, T.4
S.1, S.2

38

PEOPLE SCAVENGER HUNT

Find someone who:

_____ speaks another language.
_____ has performed in a play.
_____ likes to write poems or stories.
_____ has used a compass.
_____ knows of at least five occupations that require people to read maps.
_____ is saving money to buy something special.
_____ can tell you (without looking) whose picture is on a ten-dollar bill.
_____ has bought something "on sale."
_____ has visited a historical museum.
_____ can name at least 15 U.S. Presidents.
_____ knows the names of three American inventors and their most important inventions.
_____ has a famous or notorious ancestor.
_____ has a relative who is over 90 years old.
_____ learned a special skill from a grandparent.
_____ has lived in another country.
_____ can say "good-bye" in at least three other countries.
_____ has been elected to an office.
_____ has signed a petition.
_____ has written a letter to a politician, or to the editor of a newspaper or magazine.
_____ has had an operation.
_____ has never been inside a hospital.
_____ has had to have stitches.
_____ knows her/his blood type.
_____ has visited an art museum.
_____ plays a musical instrument.
_____ has been on a long train ride.
_____ has planted a garden.

Add to the list according to the age and interests of the group. Additional areas could include careers, hobbies, and sports. The hunt can be for people in the school or classroom setting or the scavenger hunt can be extended to include people in the community.

T.2, T.4
S.3

39

"FUNNY FEET"

In each of the following situations explain what you think is happening. What would you do in each of the situations? Which feet would you rather have belong to you?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10

Now, *you* draw some funny feet situations.

T.1, T.3, T.5
S.1, S.3

SUGGESTIONS FOR USING "FUNNY FEET"

1. Make a transparency of the funny feet situations and discuss in class. This could introduce a unit on relationships.

2. Make individual transparencies for some of the funny feet situations and ask students to write captions.

3. Make the funny feet illustrations into flash cards or posters. Ask students to write down what they think is happening in each situation.

4. Have student share all of the different possibilities about what might be happening in these situations.

5. Cut out feet shapes for men, women, boys, girls, animals, western boots, high heels, and athletic shoes. These can be arranged on bulletin boards or flip charts for discussion.

6. Encourage students to report how they would feel in some of the situations.

7. Read a case study or short story and have students draw an arrangement of feet for the story.

8. Discuss "what would you do if?" situations that might be related to the drawings of funny feet.

   Example: Look at the arrangement of feet in Illustration #4.

   What would you do?

   a. You are a man surrounded by seven women who want you to dance at a party.
   b. You are a city man surrounded by seven cowboys who want you to ride in the rodeo.
   c. You are a girl in hiking boots surrounded by seven cowboys who want you to go on a hike with them.
   d. You are a male with a date when you run into six girls you have dated before.
   e. You are a female with a date when you meet six of your friends from school.
   f. You are a father with a wife and six daughters who all want to eat at a different restaurant.
   g. You are a teacher surrounded by seven first graders who are dressed up in costumes.
   h. You are in the middle of a square dancing group.

PAIR UP

1. Divide people into teams of two each and have them interview each other. Have the "interviewees" talk about what they *like* about themselves. Some people find it easier to talk about themselves in a role situation as opposed to generalities. The "interviewer" is to provide support (point out if interviewees are starting to give negative images and get them back thinking positive thoughts) and to ask questions if the interviewee starts to run out of things to say. After about 2-3 minutes have the partners switch roles. Have partners "introduce" each other and talk about what they found out about their partner.

2. Have partner "A" do everything possible to try to communicate to partner "B". Partner "B" should try to do everying possible to ignore partner "A". Allow activity to go on for about 1 minute. Discuss the following:

    - What were some things that "A's" did to get their partner's attention? Were any successful?
    - What were some things "B" did to ignore their partners?
    - Partners "A"—how did you feel being ignored when you were trying to talk? Having someone walk away from you? Having someone read when you're talking?
    - Partner "B"—how did you feel deliberately ignoring someone who's talking to you?
    - Why do we sometimes try to ignore another person when they're talking? How do you think that person feels?

3. Next, with same pairs, have the students talk to each other again. Partner "A" should do the talking and "B" should do everything possible to support or encourage "A". Allow activity to continue for about 1-2 minutes.

    - What were some things that "B" did to encourage the conversation?
    - What verbal and non-verbal clues did "B" give?
    - What were some things that "A" did to make "B" a part of the conversation?
    - How did "A" feel doing this activity? How did "B" feel?

4. Discuss the situations. Do you prefer the type of conversation in situation 2 or situation 3? Why?

    - Which makes you feel better about yourself?
    - Have you ever tried to have a conversation with someone who makes it difficult to converse? Why was it difficult? What can you do to help the conversation along? How do you think the other person would feel if you did help? How would you feel?

5. If students know each other well, have them make a list of 5-10 things they really like about their partner. After each has a chance to develop a list, have them share the list. Afterwards discuss:

    - How many read the list to the other? How many, when reading, tried to expand upon the thought and give examples or reasons for the thought?
    - How many handed the list to their partners and let them read silently to themselves?
    - Why did each share the way they did?
    - What type of response (verbal or non-verbal) did you get from your partners as they went through their lists?
    - How do you feel giving and receiving compliments?
    - What are some ways that we can best give and receive compliments?

T.1, T.3, T.5
S.1, S.3

OPEN ENDED SENTENCES

My most important possession is . . .
Some things I like to think about are . . .
My favorite things include . . .
The most hostile experience I ever had was . . .
The most supportive experience I ever had was . . .
Personal characteristics I value in others include . . .
Personal characteristics I value in others of the same sex are . . .
Personal characteristics I value in the opposite sex are . . .
Some personal characteristics I would like to develop are . . .
I am happiest when . . .
I am saddest when . . .
When I am alone I . . .
If I "ruled" the world and could change it in any way, I would . . .
What I like about myself as a friend is . . .
If I could change one part of my body, the part I'd change would be . . .
What I want most from a friendship is . . .
What I want most in a relationship with a person of the opposite sex is . . .
What I want most from members of my family is . . .
What I like best about being the sex I am is . . .
What I like least about being the sex I am is . . .
One tradition my family has that I like is . . .
A nice thought I had about myself today was . . .
The first thing that pops into my head when I see myself in the mirror is . . .
Some of the nicest things I could do for myself include . . .
When I think about the future, I see myself . . .
When I am in a new group, I . . .
When I am in a group of people I've known for a long time, I . . .
When I am with people of another race, I . . .
When I am with people who have handicaps, I . . .
When I enter a room full of people, I usually feel . . .
Right now I'm feeling . . .
In groups, I feel mo[illegible]comfortable when the leader . . .
To me, belonging is . . .
A forceful leader makes me feel . . .
Breaking rules that seem arbitrary makes me feel . . .
In a group, I usually get most involved when . . .
I am rebellious when . . .
The emotion I find most difficult to control is . . .
I love . . .
I am afraid of . . .
I believe in . . .
People think of me as . . .
My body is . . .
When I have something to say, I . . .
Usually I am the kind of person who . . .
When things aren't going too well, I . . .
I want to become the kind of person who . . .
On the job I'm best at . . .
My greatest weakness on the job is . . .
I usually react to negative criticism by . . .
When I'm approaching a deadline, I . . .
I join organizations because . . .
During the past few weeks, I've been . . .
The next thing I'm going to try to accomplish is . . .
I need to . . .
If I could just . . .

T.1, T.2, T.3
S.1, S.2, S.3, S.4

IF I COULD MEET . . .

You may have seen surveys or have talked about people you would most like to be like or most like to meet. But why do you want to meet them? What qualities do they possess that you would like to observe or develop. Why not do a survey in your school or community and then write an article for the school or local newspaper?

1. What person (living or dead) would you most like to meet who had or has the following characteristics?

concern for others _____	wisdom _____
commitment to cause _____	tenderness _____
courage _____	loyalty _____
creativity _____	self-discipline _____
adventurous nature _____	independence _____
honesty _____	love of life _____
dedication _____	power _____
other _____	other _____

2. What person, living or dead, would you most like to meet? _____

_____

3. What person, living or dead, would you most like to be like? _____

_____

T.2, T.3, T.5
S.2, S.3

WHAT MOTIVATES YOU?

We do things for a variety of reasons. We may do some things to make us feel good about ourselves, to make money, or because we feel obligated. Sometimes we are aware of what movtivates us while at other times we may not consider the reason for action.

Think of some of the things that you have done in the past week or month. Make a list of 20 and then code them according to the following motives. (More than one can be used but try to think of the 1 or 2 key motivators for each action.)

Your Actions

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

Motivators—Reasons

A = To be Accepted By Others
C = Challenge/Accomplishment
D = Dare/Threat
E = Enjoyment/Fun
H = To Help Others
M = Money/Reward
P = Prestige/Recognition
O = Obligation/Pressure
S = Success/Winner
F = Fear

Tally the totals for each type of motivation. What usually motivates you? Are you surprised at your responses? Would you like to change some of the reasons why you take action? How could you change?

T.1, T.2, T.3
S.1, S.3, S.5

45

WONDERINGS . . . .

Sometimes I feel as if I'm the only person who has felt a certain way or I wonder if I'm the only one who has thought a certain thought. At times, I think I must be someone special. At other times I feel that I must be different or strange.

Instead of just wondering, why not try to find out what others think? Get together with some of your friends and talk about what you think about and what you think. Some of you may have found some insight into yourself or others or "solutions" to the "problems." If so, share them. If you need some help to get you started . . .

DID YOU EVER WONDER . . .

. . . what other people think about you?
. . . why people like to pick on others or point out their faults rather than their good points?
. . . why you're hurt by those you care for?
. . . what you'll be doing in 10 years and if you will enjoy it?
. . . why you're afraid of graduating, but can't wait to graduate?
. . . if people are talking about you behind your back and what they are saying?
. . . why people fall in love and then no longer have time for their friends?
. . . why some people are so generous and giving, while others always seem to keep track of "debts" owed?
. . . why some friends or your siblings seem to be able to do whatever they want, while you always have to check or get permission first?
. . . what the other sex thinks about you?
. . . why you are attracted to be friends with some people and not others?
. . . why some people seem so poised?
. . . why some people have to study for grades and others don't?
. . . what makes someone 'charismatic'?
. . . what people see in some people?

T.1, T.2, T.3
S.1, S.3, S.4

FANTASIES

Sit back and relax. Let your mind and thoughts flow freely. Imagine yourself in the situations below. How would you feel? What would you do?

- You have 24 hours to do whatever you want to do. What would you do? Are you alone or with others? Where are you?
- If you could be anyone else, who would you be? Imagine yourself as that person. What would your life be like?
- Imagine yourself having someone to take care of you—no money worries—no decisions to make—anything you want is taken care of for you. What would your life be like? How would you feel?
- If you could be any living thing, other than a person, what would you be? What would it be like? How would you feel? What would you do?
- You are standing outside of your body, but your body is able to perform as usual. What type of person would you see? How would a stranger react to meeting this "person" for the first time?

T.2, T.3, T.4
S.1, S.4, S.5

RANK ORDERS

Rank order by indicating your choices (first, second and so on) for each alternative to the following situations.

What would you least like to be?

_____ very poor

_____ disfigured

_____ very sick

_____ very old

How do you have the most fun?

_____ in a large group of people

_____ with a few close friends

_____ alone

What qualities would you like your best friend to have?

_____ ability to listen and understand

_____ always tell you what you want to hear

_____ always tell you the truth, whether you want to hear it or not

How old would you like to be?

_____ younger

_____ older

_____ age you are right now

Which would you rather be?

_____ the oldest child

_____ the middle child

_____ the youngest child

_____ the only child

Which would you most like to change?

_____ your looks

_____ your social life

_____ your financial standing

What quality would you most want to have?

_____ honesty

_____ generosity

_____ loyalty

_____ empathy

Which would you rather have in your life?

_____ laughter

_____ love

_____ security

T.2, T.3, T.5
S.1, S.4, S.5

TRAITS AND CHARACTERISTICS

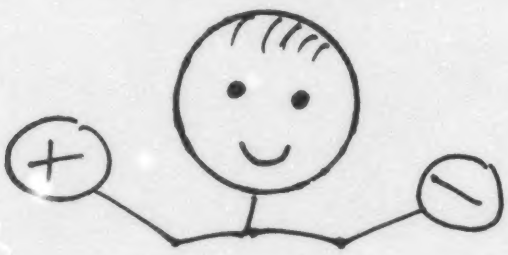
To clarify your own values and identify the personal characteristics you believe to be important, complete the following:

Column I: Place a checkmark for those characteristics you value or feel are important. Add to the list if you think of other items.

Column II: Rank order the top 15 traits or characteristics you feel you possess or would most like to possess with 1 being the most important, 2 the next most important and so on.

Column III: For the 15 traits you ranked, place a "+" if you feel you possess the trait and a "–" if you feel you need to develop or further develop that trait.

	Col. I	*Col. II*	*Col. III*		*Col. I*	*Col. II*	*Col. III*
Active				Influential			
Adventurous				Loyal			
Ambitious				Open			
Aware				Perfect			
Careful				Powerful			
Compassionate				Productive			
Competitive				Right			
Considerate				Respected			
Creative				Sensitive			
Critical				Smart			
Dependent				Spontaneous			
Different				Superior			
Fair				Supportive			
Friendly				Sure			
Good				Thoughtful			
Helpful				Tolerant			
Honest				Trusting			
Important				Unique			
Independent				Warm			



T.2, T.3, T.5
S.1, S.3, S.4

CASE STUDIES or ROLE PLAYS

- You have a friend who gives you advice, whether you ask for it or not. You are to the point that you try to avoid your friend whenever possible just so you don't have to listen to any more advice. What can you do so you will be happy with yourself and not hurt your friend?

- There is a student in class who hates being there. The teacher is trying to teach and make the topic interesting. This student has progressed from yawning and daydreaming to reading magazines, books, and newspapers in the classroom. Something has to be done! What do you think could be done?

- Your mother insists on going with you when you go shopping since once you came home with an outfit that she thought cost too much and was not suitable for school. You like to go shopping with your friends. What can you do?

- You've been given additional household tasks which you think were given to keep you from being with your friends whom your parents do not like. You think this is unfair. What could you do?

- You are required to drive your younger siblings to lessons, school, appointments and so on, but you are denied the use of the family car to go out with your friends. Your friends complain that you don't take your turn. What could you do?

- You have your heart set on a certain career. Your parents think you should do something else and are pressuring you to change your mind. What could you do?

- A good friend asks you to keep a package for a few days. You agree and keep it in your locker. There is a locker search and the package turns out to be drugs. The principal and police want to know where you got the package. What would you do?

- A close friend who moved to another state a year ago comes back for a visit. Your friend has changed a lot, not only in appearance but in thought and action. Your friend is pressuring you to try some new drugs that you think may be harmful. How can you handle the situation?

- You have had two close friends who now want you to choose between them. You like both of them and want them to like you. What can you do?

T.1, T.3
S.1, S.3, S.4

VOTING ACTIVITIES

Vote using a YES/NO card, a happy/sad card, by standing/sitting, raising hands, thumbs up/thumbs down, or by moving to different parts of the room.

HOW MANY OF YOU . . .

. . . enjoy being alone at times?
. . . have ever judged someone by their appearance?
. . . can receive a compliment easily?
. . . eat when you are upset?
. . . are scared about leaving home?
. . . look forward to moving away from your home town?
. . . put things off until the last minute?
. . . will publicly show affection to another person?
. . . think it's O.K. for girls to play with trucks?
. . . would like to have an important job someday?
. . . think you can be anything you want to be?
. . . would like to change some part of your body?
. . . would choose to be the same sex in the next life if reincarnation is possible?
. . . think it's O.K. for boys to play with dolls?
. . . talk too loudly when you're nervous?
. . . like to take the leadership role in a group?
. . . try to do everything as near perfectly as possible?
. . . would like to be a different age?
. . . find it difficult to express appreciation?
. . . are able to take risks without undue worry?
. . . try never to hurt another person's feelings?
. . . worry about doing "the right thing"?
. . . try to understand and respect other opinions?
. . . would like to have been born someone else?
. . . would like to have been born at some other time in history?
. . . can make important decisions without consulting others?
. . . are inclined to blame others for your failure?
. . . are usually late for dates or appointments?
. . . would like to make some changes in your life?
. . . are satisfied with what you have accomplished thus far in life?
. . . would like to do some things over in your life?
. . . have done something of which you are very proud?
. . . have ever wanted to hurt someone who hurt you?
. . . feel that the opposite sex has it "easier" than your sex?
. . . believe that men should be equally responsible for household tasks?
. . . feel that your parents favor someone else in your family?

T.1, T.2, T.3
S.1, S.2, S.3, S.5

REINFORCERS AND RAZORS

Too often we use or hear words that cut and tear our self-concept. In the puzzle are 32 words that can make us feel good about ourselves and 13 words that "razor" our image. See how many words you can find. All the words can be found vertically or horizontally. There are no diagonals.

P A H E R P I V F R C V W A X H O S F R S C O N F I D E N T
R E S P E C T E D T K P I Q B E N K G D K R S A H D T V G E
A H G X A O D E N J C I N T E L L I G E N T Q G P L N V F N
C F I H L I A R V F J N D C Z P D L H C A L I B M R I G I D
T Y H W B A J Z G B W U E N E F C L J E B Z M N C A C F B E
I I U Q O Y C X O G T K P D P U E F G P O S I T I V E J E R
C O M P A S S I O N A T E E I L W U R T W N O P A C O J W K
A D O V D L Z C D L M S N A R Q X L Q F Y X E D S X C B Q S
L R R I K F W D Y K I N D W H S T E Z U N I Q U E L R G Y K
E X O R N X U K M U A Z E T E L H L P L H E M D N C E R F T
S H U S D M O H E O P E N B A C M T F D F U N K S M A R T U
Q M S T G V I V L R R M T N L O S Y L Z V I J C I N T A K I
L G R S W J X Q P G O S K G T J L S X U Q J H D T B I O V C
E L Y L P U N D N A P O R E H Q N Z A R F U M V I G V Y E A
A Q A O F H S M W N A G P N Y B P W T A H S G J V I E J B F
D U M B I W L O V I N G Y T E K I N T U I T I V E N L R X I
E Z B J T C U K U Z L Z B M Y P N L R M A H T G J O K O Q U
R C Q V D N X E Q E Z A A D T B F D A S S E L F I S H L J L
A H H A P P Y B C D O B C R U D E F C B L B E V D S O P E I
P A E F G H I J K L M N O O P Q R U T E O G R A N F N K R V
I C P L E A S A N T S E A B C O I C I O P A P J V W E A K D
E A P W H O L E S O M E D E F D O G V T P R B W B M S W H X
L P Y M E A N G H I J S E E B D R F E D Y H C Y S F T T K E

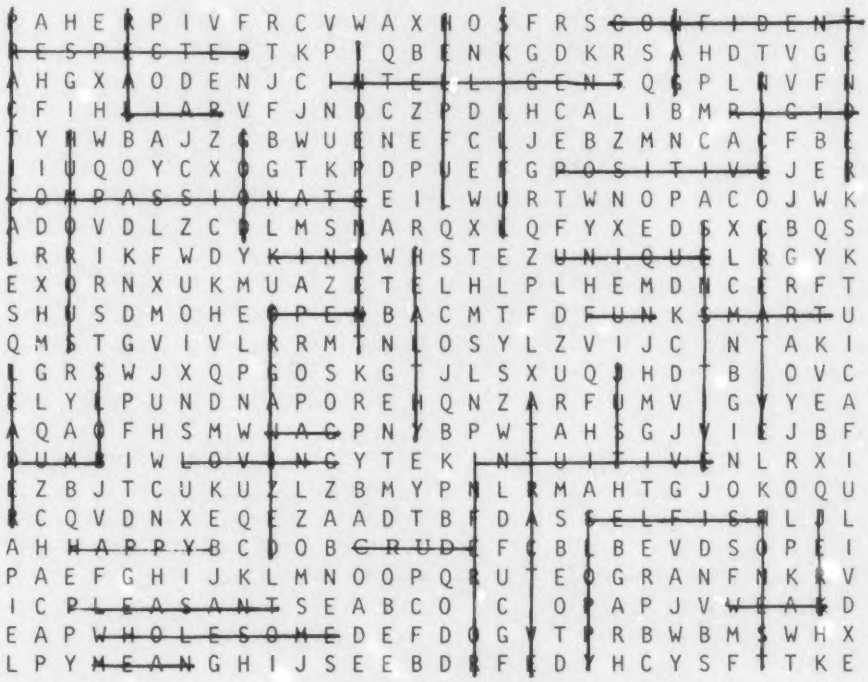
ATTRACTIVE
COMPASSIONATE
CONFIDENT
CREATIVE
FUN
GOOD
HAPPY
HEALTHY
HELPFUL
HONEST
HUMOROUS
INDEPENDENT
INTELLIGENT
INTUITIVE
JUST
KIND
LEADER
LOVING
NICE
OPEN
ORGANIZED
PLEASANT
POSITIVE
PRACTICAL
REAL
RESPECTED
SENSITIVE
SKILLFUL
SMART
TENDER
WHOLESOME
UNIQUE
CRUDE
DUMB
JERK
INFERIOR
LIAR
NAG
ODD
RIGID
SELFISH
SLOB
SLOPPY
WEAK
MEAN

After you find all the words, rank in order of importance 5 of the words that you would like to have people say about you.

1. ..... 2. ..... 3. ..... 4. ..... 5. .....

REINFORCERS AND RAZORS

Too often we use or hear words that cut and tear our self-concept. In the puzzle are 32 words that can make us feel good about ourselves and 13 words that "razor" our image. See how many words you can find. All the words can be found vertically or horizontally. There are no diagonals.



ATTRACTIVE	INTELLIGENT	REAL	CRUDE	RIGID
COMPASSIONATE	INTUITIVE	RESPECTED	DUMB	SELFISH
CONFIDENT	JUST	SENSITIVE	JERK	SLOB
CREATIVE	KIND	SKILLFUL	INFERIOR	SLOPPY
FUN	LEADER	SMART	LIAR	WEAK
GOOD	LOVING	TENDER	NAG	MEAN
HAPPY	NICE	WHOLESOME	ODD	
HEALTHY	OPEN	UNIQUE		
HELPFUL	ORGANIZED			
HONEST	PLEASANT			
HUMOROUS	POSITIVE			
INDEPENDENT	PRACTICAL			

After you find all the words, rank in order of importance 5 of the words that you would like to have people say about you.

1. ..... 2. ..... 3. ..... 4. ..... 5. .....

T.2, T.3, T.5
S.2, S.5

I LIKE YOU BECAUSE . . .

It's often difficult to give compliments and receive them. Even with our family and friends we have problems saying how we feel or what we like about someone. Sometimes it's easier if the person receiving the compliment doesn't know who it is from.

Have each student write a message about what they like about each member of the group. The messages should make the recipients feel positive about themselves.

- messages should be as specific as possible
- write specific messages to each person rather than the same one to all
- make your message personal—use "I like" or "I feel" and the recipient's name
- even if you don't know a person well, tell about what you have observed to be a strength or a positive characteristic

After each message is finished, have students fold paper in half and write the recipient's name on the outside. Have envelopes with each person's name written on it and have students put messages in appropriate envelope. Deliver the messages.

After the recipients have had an opportunity to read the messages, discuss how they felt receiving the statements. What did they find out about themselves that was new or reinforced what they already knew?

T.1, T.3, T.4
S.2, S.3

AS THE REAL WORLD TURNS

Episode Number 21

"Tanya's Troubles"

Terry Tattle has just told Beth and Bob about Tanya Trouble. Terry saw Tanya get out of a car driven by an older man who handed Tanya a large amount of money. Beth and Bob are sure that means Tanya is in trouble again. They rush over to the "Snick-Snack" restaurant where all the students hang out. Terry runs in behind Beth and Bob and they all start to talk about Tanya. Polly Peaceful overhears the conversation and walks over to the group of students. She tells them that they should get the facts from Tanya and not talk about her behind her back. Tanya's brother Judo overhears the conversation and grabs Bob by the neck. Judo wants to know why they are talking about Tanya. He says he will beat up on all of them and show them who is boss. Terry runs out of the room saying Tanya is weird and no one likes her because she thinks she is better than anyone else. Beth says that Tanya wears too much make-up and tries to act older than her age. Judo says that Tanya acts the way she does because no one really likes her and she wants to impress people. Tanya's aunt keeps telling her that she is not as smart or talented as the other girls in the family. The teachers remind Tanya that her older sister was the top student in her class and that Tanya should try to be like her. Polly asks Judy why Tanya gets into trouble so often and Judo replies that Tanya wants more attention at home. Tanya has some musical talent but is not allowed to get involved in music because her father's first wife was a musician. Tanya's mother does not want to be reminded in any way of her husband's first wife. Just then, Tanya walks in the door and offers to treat everyone to a pizza.

1. Why do you think Tanya acts the way she does?
2. Who seems to be influencing Tanya's behavior?
3. Why would Terry be so eager to talk about Tanya to others?
4. Why would Beth and Bob listen to Terry and then go tell others about Tanya?
5. Why would Polly say what she did?
6. What might make Judo act like he did?
7. Why might Terry and Beth criticize the way Tanya looks and acts?
8. Who might help Tanya in this situation?
9. What do you think will happen next?
10. How would you end this story?

Use a soap opera format to develop case studies and "what would you do if?" situations. Students can also write out scripts or plots that can be exchanged with other students for discussion or role play.

T.1, T.3, T.5
S.3, S.5

WHAT WOULD YOU DO?

____ If you overheard someone criticize your best friend?

____ If you did not want to do what your best friends wanted you to do?

____ If a group of students made fun of you in the cafeteria?

____ If you could not participate in a dance because you broke your leg?

____ If someone started an untrue rumor about you?

____ If someone made a nasty remark about one of your relatives?

____ If you thought a public official made a decision that would cause problems in your town?

____ If you were criticized for something you did that you thought was best for you?

____ If you were told a certain career was not suitable for you?

NOTE: "What would you do if?" situations can be put on separate cards. A card can be drawn by each student who then leads the discussion or gives a personal reaction. Students can make up additional "what would you do if?" situations.

T.1, T.3
S.1, S.3, S.4

IMAGE ACTIVITY

Think about how *you* are perceived by others. What do your classmates, friends, and family members think of you? This is your "image." Are you satisfied with your image? If not, what can you do to change what others think about you?

To check your image, select the item that best represents how you think others perceive you. Be as honest as you can.

_____ What kind of *CAR* represents you and your personality? _____

_____ What kind of CAR would you like to have represent you? _____
Are you seen as a gray station wagon when you would like to be a red sports car?

_____ What item of *CLOTHING* best represents how others think of you? _____

_____ What item of CLOTHING would you like to represent you and your image? _____

_____ For each of the items below, give the answer under A that you think represents how others see you and then list the answer, under B, that you would like to represent you and your image.

Items That Represent You	A. How Others See You	B. How You Would Like To Be Seen
Flower		
Section of Newspaper		
Breed of Dog		
Denomination of Money		
Song Title		
Cartoon Character		
Television Show		
Piece of Furniture		
Main Dish		
Beverage		
Large City		

T.2, T.3, T.5
S.1, S.3, S.5

LETTER TO A FRIEND

Dear _____

This is just a note to let you know I have been _____. The best thing that has happened to me is that I _____. I really wish I could _____. Lately I have felt _____ because _____. My biggest problem right now is _____ and it makes me feel like _____. I have really enjoyed _____ and plan to try to _____ soon. Some of my friends have been _____ and I plan to find out more about that soon. School is really _____ and I am looking forward to _____. Right now I'm planning my future and I hope to _____ by _____. Take care and write soon. I hope you have _____.

Your _____ friend,

_____

P.S.—Just wanted you to know that _____.

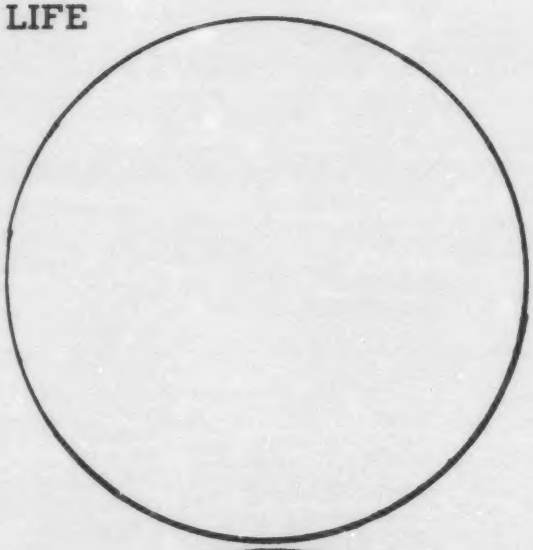
T.2, T.3, T.5

S.1, S.2, S.5

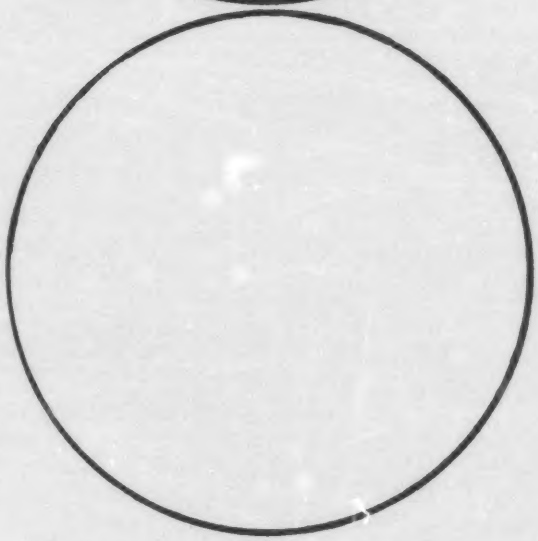
58

IT'S YOUR LIFE

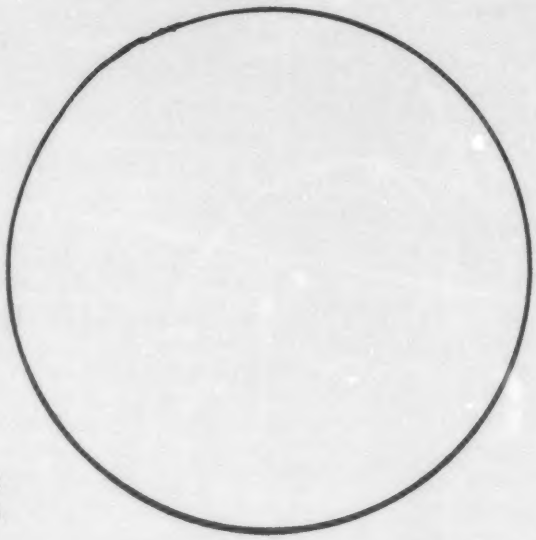
1. Divide up figure 1 into a 24 hour day. Indicate how you now spend an average day.



2. Divide up figure 2 into a 24 hour day. Indicate how you would spend your "ideal" or perfect day.



3. Are you spending your time the way you think is best for you? If not, what can you do to change your schedule? In figure 3, design a plan for how you hope to spend your time in the future.



T.2, T.3
S.1, S.4, S.5

THIS IS ME
AT
43...63...83

Pick up an age in the future and draw a picture of you in twenty or thirty or forty years. Describe yourself and what you will be doing at that age. How will you spend your time? Where will you live? What hobbies will you have?

Pretend you are 63. Write a letter to your grandchildren or a young relative who is 10 years old. Tell about yourself and what you are doing. Answer the questions a young person might ask you.

T.3, T.4, T.5
S.1, S.4

WHEN YOU RETIRE*

First . . .

Write *your* own retirement speech, to be given about *you*, by someone else, when *you* retire. This should reflect where you want to go, what you want to do in the future, and how you want to be remembered.

Then . . .

Make a self assessment listing your strengths and what you need to improve. This shows where you are now.

And . . .

Write a character sketch about yourself in the third person (Mary is). What are you like as a person?

Or . . .

Make a time line of your life identifying peak experiences, problems, growth, and future goals.

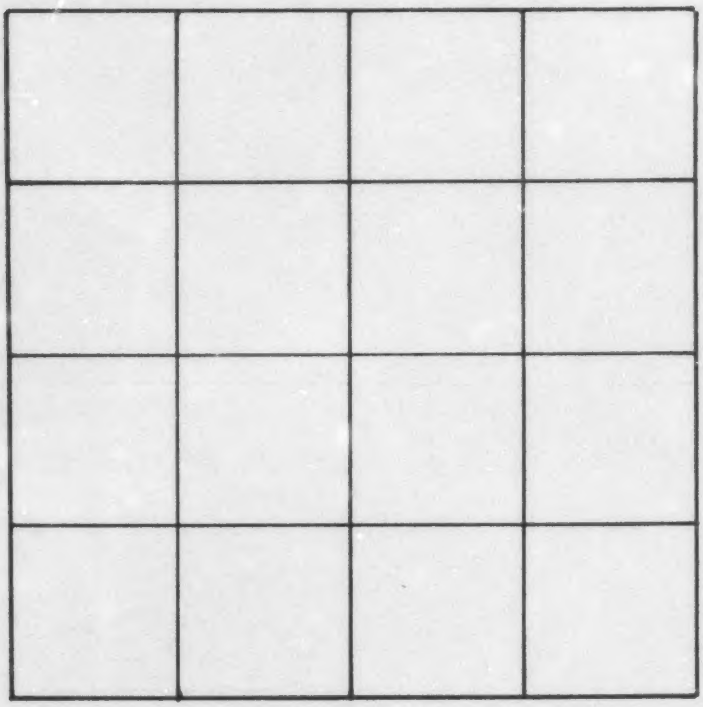
Then . . .

Set some goals for yourself. Include *what* you plan to do and *how* you plan to become the person you want to be. Start with where you are now and move toward the future.

*Thanks to Robert R. Monaghan, Ph.D., Department of Communication at The Ohio State University in Columbus, Ohio for sharing this idea.

T.2, T.3, T.5
S.1, S.4, S.5

SIXTEEN SQUARES



1. How many squares do you see?
2. How many squares could you draw with a pencil?
3. Where can you find additional squares?
4. Are you flexible and open to new ideas?
5. Are you willing to look at things in a new way?

This activity is designed to help you look at things in different ways. It encourages flexibility and being open minded. There are a total of *30* squares if you count combinations of 4 squares and 9 squares, as well as the large outer square.

T.3, T.5
S.1, S.5

POSITIVE PROFILE POINT QUIZ

Add and subtract points below to determine your "P.Q." or Positive Quotient.

+5 points if you enjoy your life most of the time.
+5 points if you make some time for yourself each day.
+5 if you try to see the positive in negative events.
-5 if you emphasize the negative aspects of life and the future.
-5 if you often say "if only," "but," or "can't."
+5 if you are an active member of an organization or group.
+5 if you can enjoy change.
-5 if you want things to stay the same.
+5 if you are willing to take a risk.
-5 if you often procrastinate and put off what needs to be done.
+5 if you look for the best in others.
+5 if you enjoy being alone with yourself.
+5 if you like yourself most of the time.
+5 if you are becoming more assertive about doing what you think is right.
+5 if you have thought of some alternatives for *you* in the future.
-5 if you often remain silent about issues that are important to you.
+5 if you are in good overall physical condition.
+5 if you have several coping mechanisms for yourself.
+5 if you share with others your talents and abilities.
+5 if you have done something nice for someone else today.

★ ★ ★ ★ ★ ★

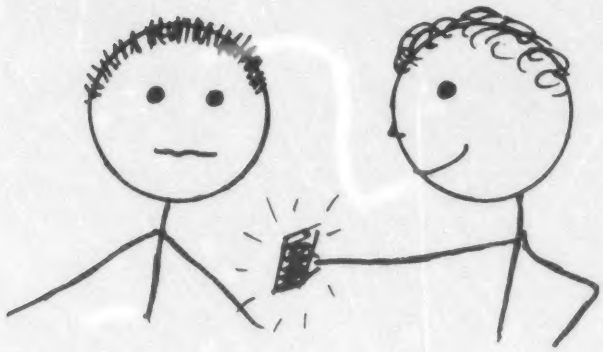
Your points _____

75 points = you are positive plus and can cope with anything.
60-70 = you are positive most of the time and can handle life well.
45-55 = you are sometimes positive and may want to try to maximize the positive.
30-40 = once in awhile you are positive but you may want to try to minimize the negative.
0-25 = you are seldom positive and may be "happier being unhappy"—think about it!

T.1, T.2, T.4, T.5
S.1, S.3, S.4, S.5

POSITIVE PROMOTIONS

- Put out a newsletter that will highlight the positive things around school and town.
- Have a contest to name the newsletter.
- Give certificates to those people who "promote the positive."
- Profile a student a week and focus on his or her positive characteristics and accomplishments.
- Design badges to promote a positive self-concept.
- Surprise someone each week with a "thank you for being you" note.
- List all the people you can think of who could use a "pat on the back."
- Plan ways to give people a "pat on the back."
- Design bumper stickers with positive sayings or have a bumper sticker contest.
- Clip all of the positive news from a newspaper and make a display.
- Clip several negative articles from a newspaper and analyze what might be positive about a negative event.
- Have a "platter chatter" activity with positive facts or questions written on paper plates for a discussion.



T.1, T.3, T.4
S.2, S.3

THE BUMBLEBEE CANNOT FLY

According to recognized
aerotechnical tests, the
Bumblebee cannot fly
because of the shape
and weight of its body
in relation to the total
wing area.

But, the Bumblebee doesn't
know this, so it goes
ahead and flies anyway.

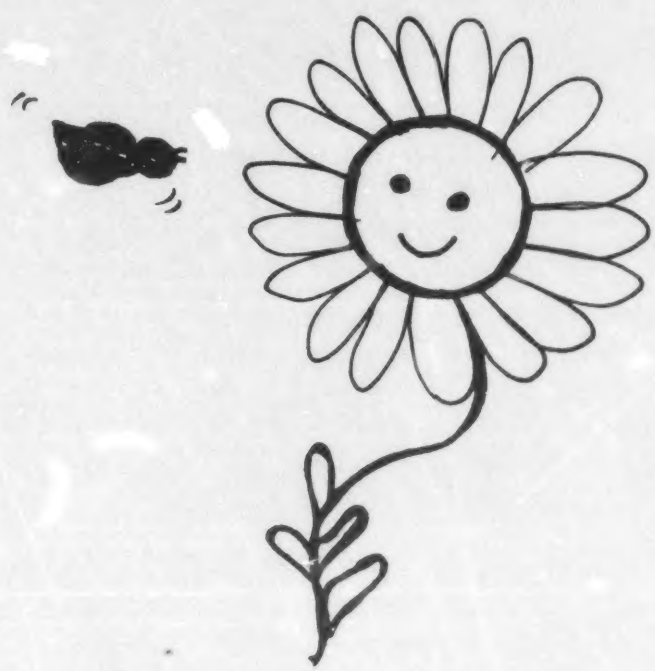
—Author unknown

1. What do you think the author of "The Bumblebee" was trying to say?

2. In what ways are some people like "The Bumblebee"?

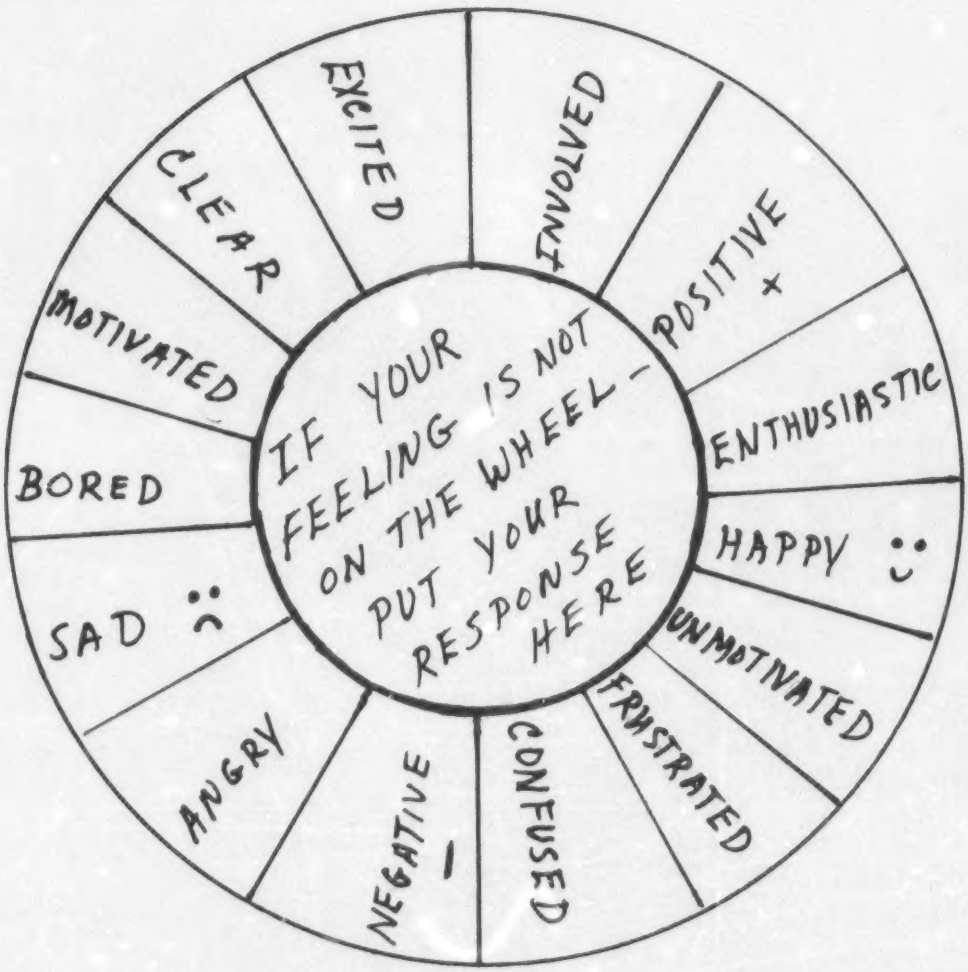
3. How is self-concept related to the story of "The Bumblebee"?

4. Can you think of any time in your life when you acted like "The Bumblebee"?



T.1, T.3
S.1, S.4

FEEL WHEEL



The "Feel Wheel" can be any size from a large classroom poster to an individual handout.

Positive and negative feelings should be adapted to meet the situation and/or students.

Students can place a pin or tack or flag or other object in the space which best reflects their "feelings" about a class, a unit, an activity, a speaker, or a laboratory on a daily or weekly schedule or only occasionally.

Charts or graphs can be made to show feelings of individual students or classes, over a period of time or in relation to certain topics.

To assess the students' feelings and reactions to certain situations, read a case study or story and ask the students to react by marking the wheel.

T. [illegible].3
S.1, S.3

SELF-CONCEPT WORD ACTIVITY

1. Make up a list of words that relate to self-concept. Put one word at the top of a blank sheet of paper. There should be a paper for each person.

2. Ask each person to write a list of words that seem related to the word at the top of the page. After 3 or 4 minutes have the papers passed to the next person. The students then add words to the list. Every 2 or 3 minutes the papers should be passed until 7 or 8 people have added words to each list.

3. Stop the activity and tell each person to write a story, poem, or advertisement using as many words on the list as possible.

4. The students count the number of original words used and read their stories, poems, or advertisements to the class.

Sample Words

Self Concept Esteem Me Myself Peer Confident Independent
Responsible Happy Image Individual Success Goals Discipline

T.3, T.4, T.5
S.2, S.3

SCRAMBLED SENTENCES

1. Write 5 short, simple sentences that relate to self-concept.

   I can be what I want to be.
   I like myself.
   I can change those things I don't like.
   I know who I am.
   I believe in myself.

2. Write each word of each sentence on an index card.

3. Scramble or shuffle all the cards and divide them into 5 separate piles.

4. Place each pile of cards in a small envelope and number envelopes 1-5.

   Envelope #1: I, want, myself, things, know.
   Envelope #2: can, to I, I, believe, who.
   Envelope #3: be, be, can, don't in, I.
   Envelope #4: what, I, change, like, myself, am.
   Envelope #5: I, like, those, I, I.

5. On the back of each card write the envelope numbers 1-5 (saves time and makes it easy to replace cards in appropriate envelope).

6. Place the 5 small envelopes in a larger envelope labeled "Positive Self-Concept." This is one set of scrambled sentences.

7. Duplicate or develop different sets so that there is a small envelope for each person in the class.

Scrambled sentences are played by dividing the class into groups of 5 people. Each group is given a set of scrambled sentences and each of the five group members gets a small envelope containing word cards.

Instructions to the class:

- *As a group*, you are to put together five complete sentences from the words in the five envelopes. The sentences relate to having a positive self-concept.
- You are not permitted to talk to each other or discuss the sentences, but you will need to work as a team and share the word cards in order to complete 5 sentences that are grammatically correct.
- When you think your group has completed the 5 sentences, signal the teacher. The first group to correctly complete all 5 sentences is declared the winner.

Take time to discuss each of the sentences in the activity.

T.1, T.3, T.5
S.2, S.3

VALUES CLARIFICATION ACTIVITIES

Values clarification activities can be found in a number of the resources listed at the end of this packet. The purpose of value clarification is to help students clarify their own values and help them understand that other people may have values that are different from their own. Values play a part in every decision we make. Relating value clarification activities to career education is one way to stimulate interest in the subject matter.

Before something can be a true value it must meet certain criteria. A value must be:

1. chosen freely.
2. chosen from among alternatives.
3. chosen after considering all the consequences.
4. prized and cherished.
5. publicly affirmed.
6. acted upon.
7. part of a pattern that is a repeat action.

Some suggestions for using the activities include:

1. encouraging an atmosphere of openness and acceptance.
2. helping students to listen to one another.
3. allowing students who don't wish to respond, to pass.
4. participating in the exercises and discussions oneself.

Examples of value clarification activities.

1. Take something you value out of your purse or pocket and share it with the group.
2. Vote to show how you feel about certain topics.
3. Give a 2 minute sermon or lecture on your feelings about an issue.
4. Place yourself on a continuum to represent your feelings about a topic.

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

T.1, T.2, T.3, T.4
S.1, S.2, S.3, S.4

HAVE A CONTEST

HAVE A

CONTEST

OR A

CONTEST

Give prizes for the poster or T-shirt
that best promotes
Self-Concept
or
Being Positive
or
Positive Activities at School or in the Community

T.2, T.3, T.4
S.1, S.3, S.5

BULLETIN BOARD "Spark Plugs"

Ideas to Get You Started

Success Comes in Cans . . . You Can, I Can, We Can! (Use cans and label)
Mirror, Mirror On The Wall . . . (Use mirror or foil and pictures)
Put "U" in Success (Use pictures of careers or hobbies)
This is me at 33, (or 53, or 73) (Pictures of self older or older citizens)
This is *Your* Life (TV screen and pictures)
Light Up Your Life (Light bulb or sun)
"ME" Tree (Student past, present and future)
Positive Pats (Large hands with information)
Compliment City (Layout of town or map with information)
Key to Me (Large keys with facts about self-concept)
A "New View" of You (mirror or book or profile or glasses)
You Are On Stage (curtain and spot lights)
Happy Highlights (Smiles)
Good News (Newspaper format)
Dial-A-Decision (Telephone and line)
Chance or Choice (Dice)
S—T—R—E—T—C—H Your Opportunities (Dollar stretched)
Find the Facts . . . Solve the Mystery (Detective or magnifying glass)
Map Out Your Future (Map with road signs)
"Training" . . . Can Get You On Track (Train and track)
It's Hunting Season . . . For The Self-Concept Game (Bow and arrow)
The Game of Life . . . It's Your Move (Chess or checkers)
Deal Yourself a Winning Hand (Cards with information)
You Are in the Driver's Seat (Car or steering wheel)
On Target (Bullseye)
Computerize Your Self-Concept (Computer in 3-D)
Journey to the Center of Your Life (Abstract space design)
Shape Up For Your Future (Exercising figures)
Find Your Fortune (Crystal ball)

T.1, T.2, T.3, T.4
S.1, S.2, S.3, S.4, S.5

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